



# Freedom Preparatory Academy Charter Schools

Charter Application: Freedom Preparatory Academy Charter Schools seeks to honor its longstanding educational commitment to the families of Memphis by introducing a high quality, high achieving K – 8 college prep school to serve families in the Binghampton community.

April 1, 2019

Respectfully submitted by: Freedom Preparatory Academy Governing Board

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## GENERAL INFORMATION

Name of proposed school: Freedom Preparatory Academy Charter Schools - Binghampton Campus

Projected year of school opening: 2020 - 2021

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Freedom Preparatory Academy Charter Schools, Inc.

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes X No \_\_\_\_\_ In Process \_\_\_\_\_

Model or focus of proposed school: K-8 College Preparatory

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application):

Lars Nelson

Mailing address: 778 Parkrose Rd. Memphis, TN 38109

Primary Telephone: ( 901 ) 259-5959 Alternate Telephone: ( 901 ) 846-6286

Email Address: lnelson@freedomprep.org

Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Mike Brown	Chief Schools Officer, Freedom Prep Charter School	Chief Schools Officer
Lars Nelson	Chief Academic Officer, Freedom Prep Charter Schools	Chief Academic Officer
Roblin Webb	Chief Executive Officer, Freedom Prep Charter Schools	Chief Executive Officer
Charlisie Clark Gwin	Chief Financial Officer, Freedom Prep Charter Schools	Chief Financial Officer
Cardell Orrin	Memphis Director, Stand for Children	Board Chair
Stephanie Sluyter Charbonnet	Elementary Math Specialist, Freedom Prep Charter Schools	Elementary Math Specialist
Shayla Morgan	Elementary Literacy Specialist, Freedom Prep Charter Schools	Elementary Literacy Specialist
Natasha Jean-Louis	Secondary Math Specialist, Freedom Prep Charter Schools	Secondary Math Specialist
Jaclyn Dean	Secondary ELA Specialist, Freedom Prep Charter Schools	Secondary ELA Specialist

Name of proposed school leader (if any): To be determined (Multiple Internal Candidates)

Proposed school leader's current employment: Freedom Preparatory Academy Charter Schools

City or geographic community: Binghampton – Memphis, TN

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, identify the CMO or other partner organization: \_\_\_\_\_

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes    No   X  

Indicate Applicant Type:

- New-Start Applicant  
 Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator  
 Existing Tennessee Operator Proposing Exact Focus/Grade Structure



## ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Freedom Preparatory Academy Charter Schools – Binghampton Campus is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
  - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
  - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
  - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
  - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
  - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

*Lars Nelson*

**Signature**

Lars Nelson

**Printed Name of Authorized Signer**

Chief Academic Officer

**Title of Authorized Signer**

## 1.2 ENROLLMENT SUMMARY

Freedom Preparatory Academy seeks to continue honoring its longstanding educational commitment to the City of Memphis by contributing to the number of quality seats in the Central City East region. This will be achieved by opening Freedom Preparatory Academy – Binghampton Campus, a proposed high achieving public K-8 school for families residing in the Binghampton neighborhood. Currently, this area is home to approximately 3,500<sup>1</sup> students within the grade band of the FPA's proposed K-8 school. The Binghampton neighborhood is nestled in the heart of zip code 38112, which is approximately 4.50 square miles<sup>2</sup>. The region of 38112 rebounded from the decline in population following the recession of 2007 that ended in 2009. Presently, 38112 has a higher population density of 3,885 people per square mile compared to the average metropolitan population density. This area is home to over 17,000 Memphians with 5 elementary and middle schools with oversight from Shelby County Schools and the Achievement Schools District. Within 38112, African Americans make up the majority of the population at 55.6%, 36.8% of the population is Caucasian, and the remaining 7.6% is comprised of Asian and individuals of multiple races. While 38112 in general is demographically different from the areas Freedom Prep has a track record of serving, the Binghampton area is very similar to the two neighborhoods that Freedom Prep currently serves.

**Freedom Prep. Academy K-8 Area of Focus**



**Figure 1. Zip Code Boundary of 38112**

The Binghampton area is uniquely special because of its geographical location within the center of 38112, but also due this area being located in the heart of Shelby County. The heart of Memphis is home to several well-known landmarks including Overton Park and the steady pace of business expansions through out the midtown area. This steady economic growth, which can be seen in areas such as Broad Avenue encourage a synergistic affect with communities and helps foster communal pride. Freedom Prep wishes to join the movement that has brought several families to the Binghampton area and ensure that all residents have access to a high quality education, quality seats to ensure that all teacher interactions are personal and meaningful.

## The Need for a College Prep Program

Memphis' current re-envisioning of its city as an economically strong, diverse, and forward moving metropolitan city stands on the cusp if its dreams, however achieving this dream does not come without challenges. In order to facilitate this dream, every neighborhood in every corner of Memphis must be counted among the voices and provided equal access to high-quality education.

<sup>1</sup> Shelby County Schools 2019 Regional Seats Analysis

<sup>2</sup> <https://www.unitedstateszipcodes.org/38112/#schools>

Freedom Prep believes that communities like its current Westwood, Whitehaven homes and its proposed Binghampton community could lead the way. As a network, Freedom Prep is excited about the potential of serving alongside the Binghampton community and our peers currently serving the families of Binghampton. Freedom Prep's primary challenge to address is educational attainment and to facilitate the opportunity of higher education to families that entrust FPA with their student's development. When concentrated in insular neighborhoods, the lack of residents obtaining a bachelor's degree has had major implications on each household's overall earning potential, thus diminishing the total community's abilities to be self-sustaining and empowered centers in a larger network of prosperity.

### K-5 Enrollment vs. Capacity by Neighborhood

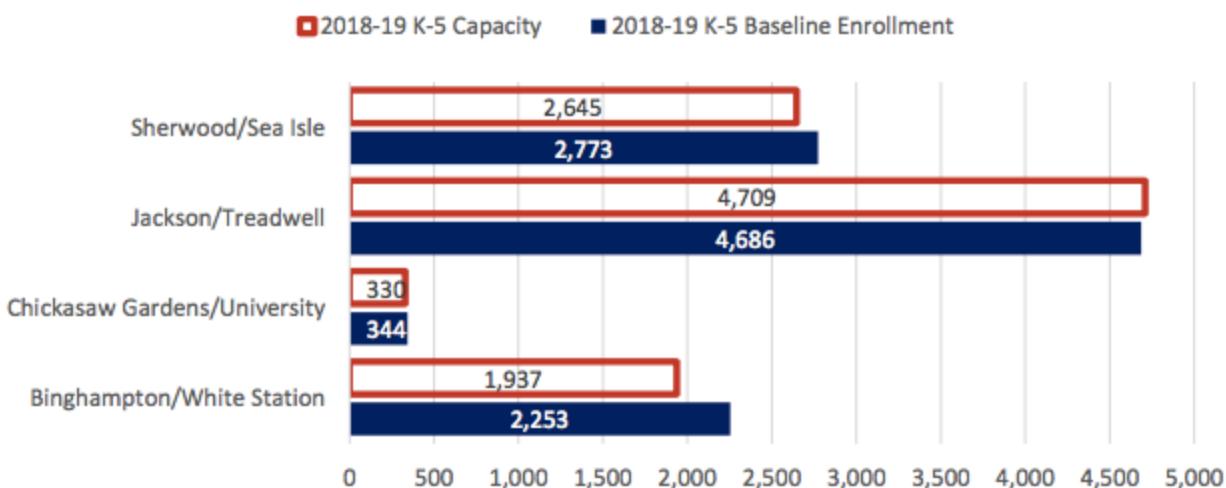


Figure 2. K-5 Capacity by Region produced from 2019 Shelby County Seats Analysis published February 8, 2019.

## 6-8 Enrollment vs. Capacity by Neighborhood

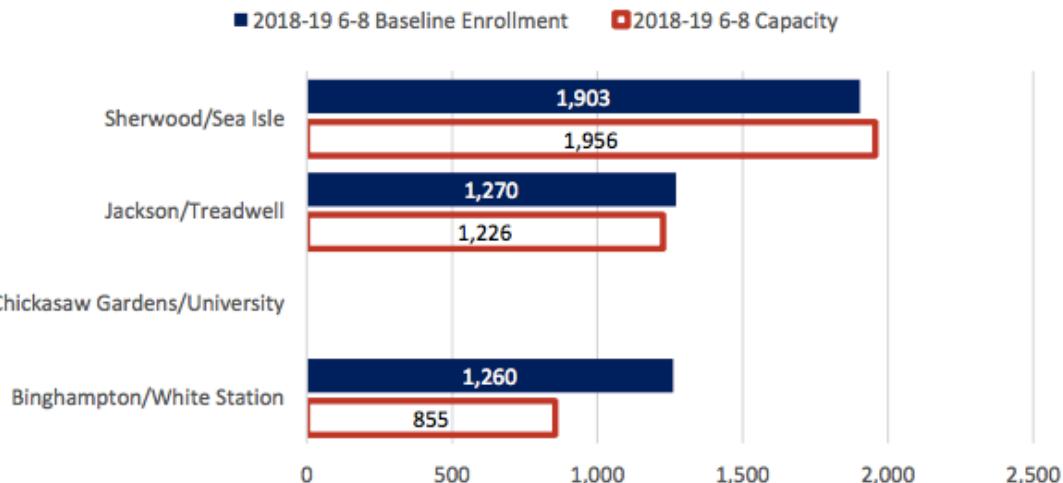


Figure 3. 6-8 Seat Capacity by Region produced from 2019 Shelby County Seats Analysis published February 8, 2019.

Currently, in the Central City East region, there is a lack of physical space to accommodate students in grades Kindergarten through 8<sup>th</sup> grade that reside in the area. This results in overcrowding in classrooms, which impacts the quality of instruction a student receives on a daily basis. Maintaining a manageable student to teacher ratio in classes is vital to the overall culture of a school environment and should never exceed the student maximum determined by the state of Tennessee. In addition to overcrowding in classes, some families may be forced to transport their students to schools outside of their neighborhood. **Figures 2 & 3** illustrate the need of additional seats in the Central City East region for elementary and middle schools. This is where Freedom Prep and the families of Binghampton can come together for their greatest work. Despite the challenges of high population densities and current scarcity for seats in neighborhood schools, Freedom Prep and the deserving residents of the Central City East region hold the unwavering belief that a highly rigorous instructional program, a safe learning-rich environment, and caring school community with high expectations can alter the trajectory of a student and drastically improve their long term educational and career outcomes. Freedom Prep hopes to send a message of hope to school age students and reassure them that there is ample space in their neighborhood for them to thrive academically.

According to the 2019 Regional Seats Analysis published by Shelby County Schools on February 8, 2019, the Binghampton/White Station neighborhood is in need of elementary and middle school seats. Our intention in opening Freedom Preparatory Academy – Binghampton Campus is to serve the needs of Shelby County Schools by providing more seats in Grades K-5 and Grades 6-8 in Binghampton. Based on the Regional Seats Analysis, Shelby County Schools needs additional seats in Binghampton in Grades K-8, and Freedom Prep will provide high quality seats as evidenced by our strong track record of academic results. The figures below, from the Regional Seats Analysis, demonstrate this need. Additionally, the Regional Seats Analysis states: “The Central City East region needs more seats based on 2018-19 baseline and charter enrollment and school capacity and anticipated charter school enrollment for schools already open. The highest number of seats are needed in the Binghampton/White Station neighborhood.” The Regional Seats Analysis indicates a need for 435 additional seats in Grades K-5 and 396 additional seats in Grades 6-8.

## Need/Availability of Seats

The Central City East region, needs more seats based on 2018-19 baseline and charter enrollment and school capacity and anticipated charter school enrollment for schools already open. The highest number of seats are needed in the Binghampton/White Station neighborhood.

- K-5: **435** seats needed
- 6-8: **396** seats needed
- 9-12: **943 unused** seats (under enrolled)

Figure 4. Statement of Need published in the Shelby County Regional Seats Analysis

Freedom Prep hopes to join the movement in the Central City East region by starting a K-8 program with quality seats illustrated by the year-to-year enrollment plan in Table 1.

Year-to-Year Enrollment Plan for Proposed School						
Grade Level	Number of Students					
	Year 1 2020	Year 2	Year 3	Year 4	Year 5	At Capacity 2025
K	90	90	90	90	90	90
1	90	90	90	90	90	90
2		90	90	90	90	90
3			90	90	90	90
4				90	90	90
5					90	90
6	120	120	120	120	120	120
7		120	120	120	120	120
8			120	120	120	120
9						
10						
11						
12						
Totals	300	510	720	810	900	900
Anticipated Demographics		% of Economically Disadvantaged students		% of Students with disabilities		% of English language learners
		72%		14%		10%

Table 1. Proposed School Enrollment Plan and Demographics

In addition to hopefully adding 900 seats to the area of need, Central City East, Freedom Prep also seeks to aid in the rightsizing of quality seats available across Shelby County. According to the Shelby County Regional Seat Analysis, the Central City West region has an abundance of 5,500 seats that are unfilled. In the Orange Mound area alone, over 1,000 seats are vacant according to the 40-day enrollment. Freedom Prep proposed opening a school with Orange Mound and Sherwood Forrest being the primary target areas for recruitment, however this would contribute to the overall number of excess seats available in the area and is not conducive to the growth of the community. With great anguish, Freedom Prep must defer the charter application approval for the Orange Mound area. This goal of this decision is to ensure that students are given ample opportunity with their current neighborhood schools academic programming/intervention, pipeline and reducing excess seats. We believe that once this area reaches equilibrium all schools in the area will score above 3.0 on the School Performance Scorecard thus increasing the number of quality seats in the area.

### **Beginning With The End In Mind-Academic Performance**

The Freedom Preparatory Academy Charter School network proposes to launch a high quality, high-rigor, gap-closing K-8 school serving the students and families of the Central City East region primarily in the Binghampton/ White Station area. The overarching goal is to establish a strong college bound FPA feeder pattern for families in 38112 to begin their children's journey to college on their first day of kindergarten. Freedom Prep hopes to accomplish this specific mission by strategically launching a K-8 program in 2020-2021 beginning with a kindergarten, 1<sup>st</sup> and 6<sup>th</sup> grade class. For an in-depth look at Freedom Prep's dedication and mission in practice, one could travel a few minutes south from the Binghampton area to visit Freedom Prep in the Westwood and Whitehaven where approximately 1800 students across grades K-12 are served. The positive impact of Freedom Prep is most easily felt between the two recent graduating classes who are now referred to as college freshmen and sophomores. 100% of last year's senior class at FPA's Lakeview campus was accepted to 4-year institutions, and FPA hopes to replicate this success with families in the Binghampton neighborhood.

Demographically, the current Freedom Prep student population mirrors its peers in a sample of schools currently found in zip code 38112. The average percentage of students from lower socio-economic backgrounds at a Freedom Prep school during the 2017 - 2018 school year was 68%, while the average at schools in 38112 was 72%. With this in mind, Freedom Prep seeks to aid in laying the educational foundation that can serve as a catalyst for future economic development and sees the potential in all students that enter its doors rather than their financial background. Freedom Prep also enjoys serving a growing Spanish-speaking population, which is currently 10% of the total school population. FPA serves as a safe haven for immigrant families, so the number od Spanish speaking students, the amount of ELL services provided by the school, and the number of bilingual teachers have all grown in tandem to provide an exemplary educational experience for our immigrant student population and their families. A direct school-to-school comparison of demographics highlighting similarities between current FPA students and their peers in 38112 can be seen in **Table 2**.

Local School Demographics in Zip Code 38112					
School Name	Grades Served	Total Population	Socio. Ec.	ELL Pop.	Students with Disabilities
Cornerstone Prep - Lester Campus	PK-5	388	88.70%	8.20%	17.40%
William Herbert Brewster Elementary School	PK-5	424	74.60%	13.50%	17.20%
Snowden Elementary/Middle	PK-8	1340	47.40%	4.30%	6.80%
Lester Prep	6-8	215	78.10%	9.60%	14.20%
Freedom Preparatory Academy Charter Elementary School	PK-5	564	89%	3%	11.20%
Freedom Preparatory Academy Elementary School	K-5	232		10.70%	8.20%
Freedom Preparatory Academy	6-12	783		2.40%	13.30%

Table 2. Local Elementary and Middle School Demographics in 38112

Freedom Prep is excited about the possibility to serve more students in need of quality seats in the Central City region. This contributes to Freedom Prep's urgent desire to launch a college prep program in the center of Memphis as our school vision emphatically states "All students at Freedom Prep will have the same competitive advantage as the most privileged children in America". Our vision strategically begins with "ALL" to magnify our mission of providing all marginalized students who enter our doors.

Freedom Prep is committed to the City of Memphis and deepening its impact across the city. The network is hard-pressed to meet our family's goals of drastically increasing the percentage of students who graduate from high school college-bound. While the new proposed school for the Central City East region is in its developmental stages, Freedom Prep hopes to the current academic successes demonstrate the network's propensity to grow, staff and operate high quality, high performing SCS schools. The most recent TN Ready Assessments offer very compelling data regarding student outcomes and the overall effectiveness of Freedom Preparatory Academy's academic programming.

### A Competitive Option for Binghampton Families

While low proficiency rates under the new state standards leave us internally at Freedom Prep dissatisfied and urgently working for stronger results so that our students can compete academically with the most privileged children in America, our exit grade proficiency relative to the local charter market, including Binghampton, proves that Freedom Prep is an important school choice to be made available to families in Binghampton. The scatterplots below show Freedom Prep's achievement and growth relative to all local charters in both the Achievement School District and Shelby County Schools. The blue star represents Freedom Prep. The red icon represents the only charter operator in Binghampton.

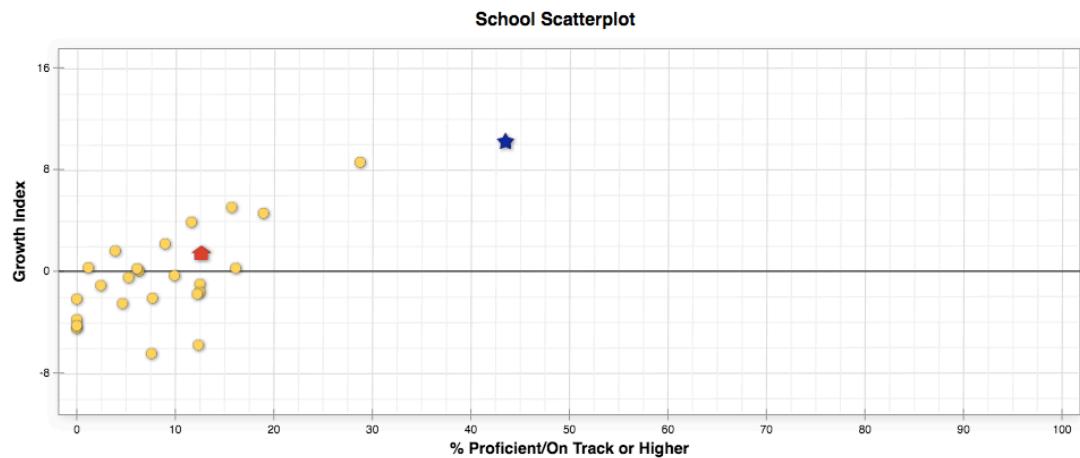


Figure 5. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Math TN Ready Assessment (2018)

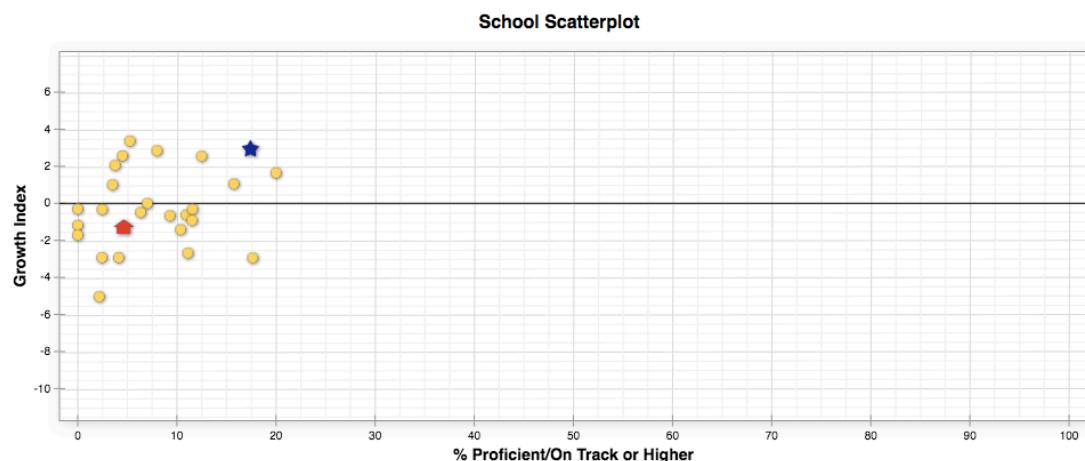


Figure 6. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade ELA TN Ready Assessment (2018)

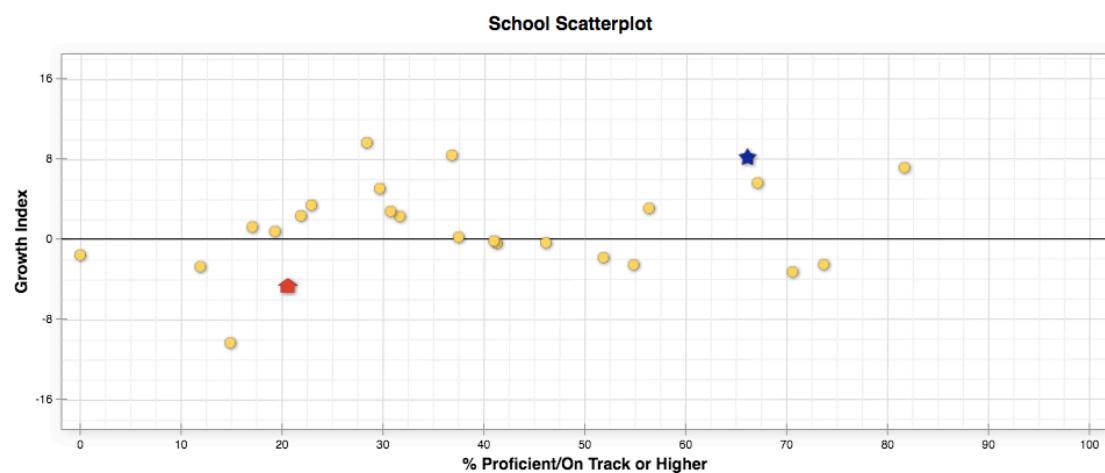


Figure 7. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Science TN Ready Assessment (2018)

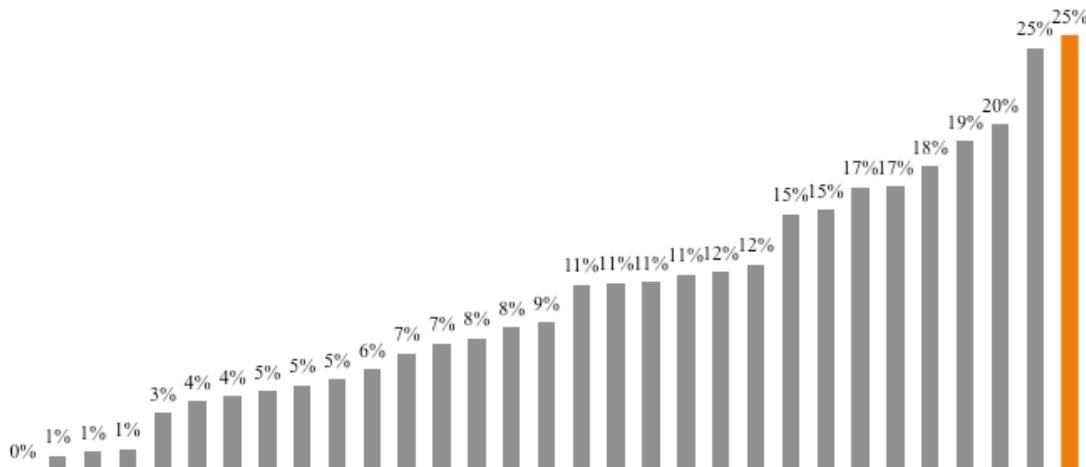
The comparisons in Figures 5-7 show that Freedom Prep, not only consistently provides students with the appropriate tools needed to experience academic growth, but also demonstrate mastery of state standards. This data also demonstrates the strength of Freedom Prep's academic program in relation to peers currently serving the targeted region. With the addition of high quality seats provided by Freedom Preparatory Academy – Binghampton Campus, students in the Binghampton community will make dramatic academic growth year over year on their journey to excel in college and in life.

## A Decade of Serving Families in Memphis

Now in our 10<sup>th</sup> year of active service of Memphis' families, FPA has:

- ⌚ Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- ⌚ Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18

**2017-18 Overall High School Exam Proficiency Rate  
All Non-Selective High Schools in Shelby County Schools**



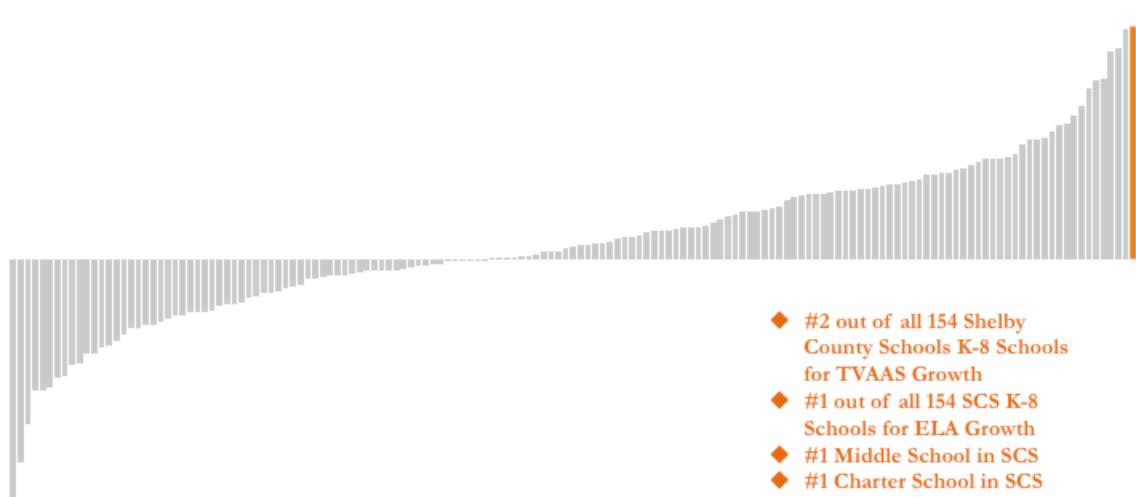
\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken

Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

**Figure 8. High School EOC Exam Proficiency Rate**

- ⌚ Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- ⌚ Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

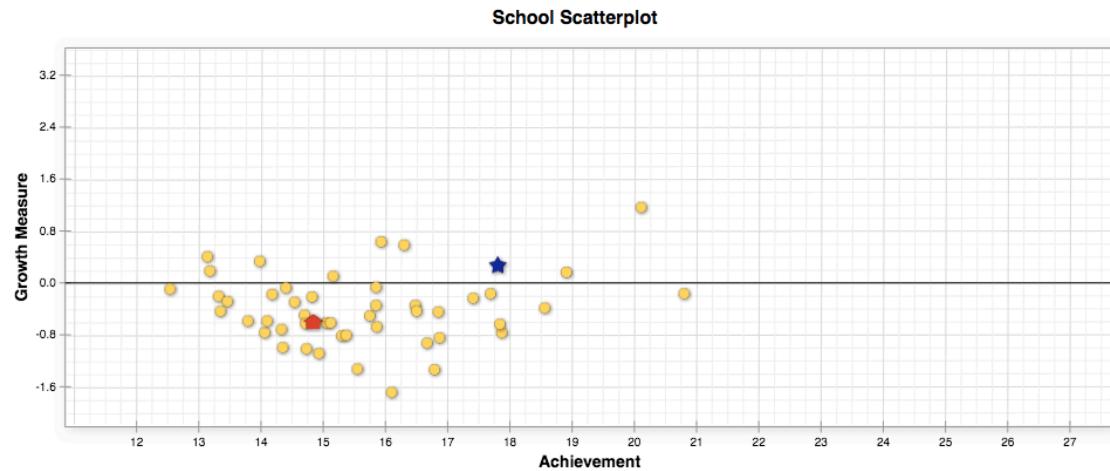
## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

**Figure 9. TVAAS Growth Comparison of all SCS Schools**

- ⌚ Exceeded local ACT performance consistently. The chart below shows 2018 ACT achievement & growth. (Freedom Prep is represented by the blue star. The red icon represents the high school nearest our proposed location in Binghampton.)



**Figure 10. 2018 ACT Achievement Comparison**

- ⌚ Seen 100% of its first three graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- ⌚ Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and our 2018-19 internal data

- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	Network Average
<b>Freedom Prep</b>	5	5	5	3				4.5
<b>Operator #2</b>	5	3						4.0
<b>Operator #3</b>	5	3	2					3.3
<b>Operator #4</b>	5	3	2					3.3
<b>Operator #5</b>	5	4	3	3	3	1		3.2
<b>Operator #6</b>	5	5	3	3	2	1	1	2.9
<b>Operator #7</b>	5	1	1					2.3
<b>Operator #8</b>	5	1	1	1				2.0

Figure 11. 2017-2018 TVAAS School-level Composite Scores

Based on families' desire for college-preparatory education, limited access to high-performing non-optimal schools, and the operational, fiscal, and programmatic health of the organization over its 10 years of operation, FPA has established a growth plan that will enable the network to achieve a deeper impact in the target communities by exponentially increasing the percentage of residents who are college-bound. The proposed charter, if approved, will officially launch a third Freedom Prep K-8 pipeline to college preparation while meeting Shelby County Schools' established need for additional K-8 seats in the Binghampton community.

The comparisons in **Figures 6-11** show that Freedom Prep, not only consistently provides students with the appropriate tools needed to experience academic growth, but also demonstrate mastery of state standards. This data also demonstrates the strength of Freedom Prep's academic program in relation to peers currently serving the targeted region. With the addition of high quality seats provided by Freedom Preparatory Academy – Binghampton Campus, students in the Binghampton community will make dramatic academic growth year over year on their journey to excel in college and in life.

## **1.12 COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT**

### **We Are Community**

“We are community” is the affirmation chanted by FPA students, staff, and family members. The hard work being embarked upon requires the support and cooperation of peers and colleagues, and all understand that the community is only as strong as its weakest link. The core values of FPA speak to the role Freedom Prep does and will continue to play in the community as the network grows. “Through Excellence, Integrity, Responsibility and Respect, we will build a community at FPA.” The chants and recitations practiced by all stakeholders reinforce the common thread woven through the fabric of FPA, which is a focus on creating, building, supporting, and partnering with the community to ensure that the mission of college for every child is accomplished. Parental support is an integral part of a student’s education, and we will make every effort to ensure that parents are an active part of our community from day one. Parents sign the Freedom Prep Community Contract to support their children and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time, in their uniform each day, helping with homework and ensuring that it is complete, reading with their child each night in the elementary school, assisting their child in contacting the teacher regarding any problems or questions on an assignment in the middle school, providing a quiet place with light for their child to read and study at home at all grade levels, and being available to meet with the teachers at home or at school if the need arises. Parents understand that they may get a phone call from the school for any reason regarding their child. Other opportunities for parental involvement include report card pick ups, Open Houses, parent nights, chaperoning local field lessons and end-of-year field lessons, and have opportunity to participate in the life of the school though the Freedom Prep Parent, Teacher, and Student Organization (PTSO).

### **Communication is Key**

School-to-Community communication is vital to bringing into fruition the village concept often referred to in the Yoruba proverb regarding the raising of children. FPA information sessions for all families will be conducted prior to the 2020-21 opening to share the information and guiding principals in the Student and Family Handbook. The school and community will also use this opportunity to review key academic, philosophical, and operational elements that have contributed to the success of FPA in Westwood/Whitehaven and will soon help Binghampton students, too, reach their full potential. FPA staff members have been successful in garnering impressive numbers of PTSO interests during summer information sessions. For this reason, well-attended PTSO meetings each month have been a highly effective mechanism in sharing with school families and the broader community updates on academic progress, policy changes, and pertinent information about the local educational landscape. As the FPA network grows, so must the channels of communication and opportunities for parents to volunteer. FPA reserves a minimum of one parent seat on the governing board with and additional available seats for active and impactful community members to ensure the authentic voices and specific interests of Binghampton residents is represented at every FPA board meeting. FPA also recently formalized partnerships for after-school programming and other supplementary services with community entities to leverage relationships and services throughout the focus areas. Staff positions are also being added at each school site to create ownership of community engagement at each school site with greater focus, including building relationships with local industry leaders who may employ a large number of parents of eligible students.

Additional means of maintaining strong community connections include:

- Establishing communication with custodial grandparents in the primary focus areas through direct mailings, relationships with churches, and information sessions and printed materials in locations frequented more by grandparents. Because the market analysis points to custodial grandparents who are long-time residents in single-family homes, services provided to these households, grocery stores, and department stores are likely to yield more exposure to this demographic than Laundromats, multi-family dwellings, and social services providers.
- Outreach to families in the primary focus area whose primary language is a language other than English. Direct mailings will be embedded with translations, multi-lingual recruiters in high-traffic areas, and engagement with service providers and churches frequented by communities whose primary language is a language other than English.
- Nurturing partnerships with major employers outside of the focus areas. Although many of the businesses with the largest number of employees are over state lines or outside of the primary focus areas, some (like NewlyWed Foods in Mississippi) report that most of their employees live in Tennessee. By initiating relationships and outreach to employers directly, schools can access a wider audience and create supports (like transportation and before-/after-school care) that tailor to the needs of a large number of potential families who may not otherwise be served.

## **Parent Programming**

To ensure Freedom Prep continues developing and improving parent programming as a network to benefit students and support the school mission and vision, FPA is committed to the following:

- Hiring an additional Community Outreach Manager in the planning year to target outreach in the feeder pattern of the new school and facilitate frequent, ongoing communication within the Binghampton community.
- Enlisting the services of a long-time supporter of the school, who works as a community outreach specialist for local non-profits, and is providing guidance in the crafting of a formal network community engagement strategy.
- Collaborating with community action plan organizers to support the initiatives through partnerships and an exploration of mixed use at the school sites (including supplementary programming for families before and after school).
- Creating an FPA – Binghampton Campus advisory council, comprised of parents, staff, and other community leaders, who advocate for the specific school site and the Binghampton community. This provides a more local level of representation in the governance model for each school and provides another means of community participation.

## **Family Meetings**

Parents and Freedom Prep staff begin forging meaningful relationships before day 1 of the school year through individual parent meetings for all incoming FPA students. In this initial interaction, bonds are formed and expectations are agreed upon. The parent, student, and teacher sign their names in commitment to being present every day and on time (with any exceptions accompanied by

a parent note). These relationships pay dividends FPA leaders contact a parent and engage in trusting, candid, and helpful conversations when a student shows patterns of arriving late, missing school, or misbehaving. All FPA parents are also asked to participate in Freedom Prep's Parent Teacher Staff Organization (PTSO), which meets on the third Thursday of each month translators, are provided along with dinner and childcare for those who need. During this meeting our parent leaders share the goals they have set for the organization for the upcoming school year. There are four main areas of focus: 1) Advocacy, 2) Volunteer, 3) Fundraising and 4) Enrollment & Registration. FPA intentionally creates a family environment for parents to feel comfortable participating in the FPA community and safe enough to make their request and needs known so that we can best support them.

## **Advisory Council**

Each school organizes and maintains a School Site Advisory Council as part of its governance structure. The Advisory Council is comprised of three staff members (the Head of School, the community outreach manager, and a third staff member elected by his/her colleagues) two parents who are elected by the parent organization (PTSO) annually and up to four additional community members from the immediate community of the school. The advisory councils for the high schools include one elected student representative each year from the eleventh or twelfth grade (student terms are for one year and no student may serve more than one term; student representatives are nominated by the advisory council and elected by their peers). The role of the advisory council is to serve as a formal advocacy body for each school. As such a body, the advisory council is specifically charged with the following:

- ✓ Initiating and managing school site development goals and fundraising initiatives
- ✓ Organizing community partnerships and collaborations
- ✓ Recruiting and training potential volunteers
- ✓ Supporting supplementary programming for the school site
- ✓ Collaborating with the Head of School to find additional uses for each facility that benefit the community during hours the school is not in operation
- ✓ Sponsoring individual classroom projects and special annual events (such as career day, specific students group meetings, prom, etc.)
- ✓ Connecting school staff with additional professional development opportunities
- ✓ Advocating for the school needs to the board
- ✓ Serving as liaison between the school site it represents and the governing board
- ✓ Providing a means of appeal for parent grievances before they reach the network board if a satisfactory resolution cannot be devised by the Head of School.

An advisory Council term for a community member is two years with no cap on consecutive terms (staff, parents, and the high school student representative is re-elected annually). The advisory council organizes its own bylaws that meet the needs of the specific school, including designated offices and standing committees to provide each school with the support it specifically needs. Each council has an elected presiding officer and standing committees may include but are not limited to: community outreach/volunteerism, fundraising, student programming, and staff support. The advisory council works closely with each school's parent teacher organization (which is a body of parents and teachers that works toward small fundraising projects for specific expenses, teacher appreciation initiatives, parent education support, and other means of encouraging parent involvement and access to the school) to align initiatives and ensure the council is effectively

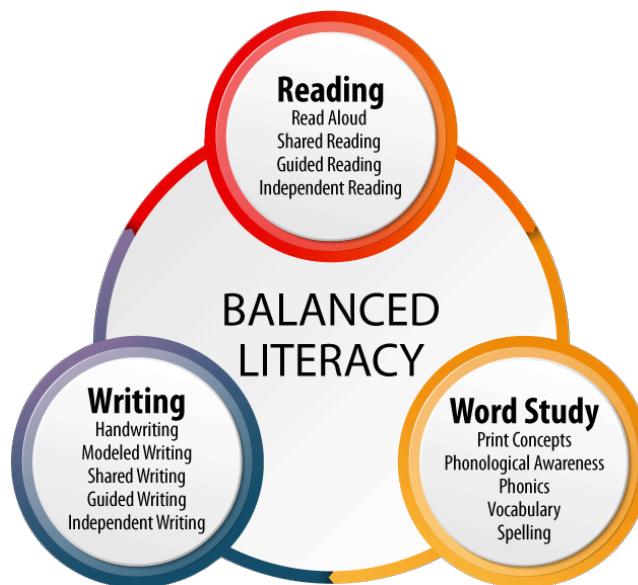
advocating for the interests of the students, parents, and community. All advisory councils convene in a regional visioning session organized by the CEO and board in the summer before each school year to provide training and build momentum for the coming year. Advisory council officers are the designated representatives for voicing community concerns and needs to the board and time is allocated in each board meeting to hear reports from any advisory council that may need the time.

### **1.13 EXISTING ACADEMIC PLAN**

Freedom Preparatory Academy is celebrating its 10<sup>th</sup> year of service to the students and families of Memphis. FPA remains both humbled and honored that over 1700 students' families have placed their academic trust in this Memphis-born organization. Carrying the responsibility of our community, families, and students, FPA has worked arduously to create a high-impact kindergarten to high school academic plan narrowly tailored to instilling in marginalized students in the city of Memphis the academic skills, the communal motivation, and the intellectual curiosity to persevere in college and beyond. As evidenced by our strong track record of results indicated in sections 1.2 and 4.1 of this application, Freedom Prep's existing academic plan prepares our students for the rigors of Tennessee Standards, college entrance exams and the college admissions process. However, while Freedom Prep is firmly proud of its track record of success, we are also extremely dissatisfied with our results at all levels and work urgently year-over-year and within school years to improve the design of our academic program. We know what our students are capable of and lead from the belief that when we as adults make our schools great enough, then and only then will we see our students realize their academic potential. It is from that belief that we present the following prioritized academic shifts from our existing academic plan in the areas of Grades K-5 Math, Grades K-5 ELA, Grades 6-8 Math & Grades 6-8 ELA.

#### **Academic Program – Grades K-5 ELA**

Freedom Prep **institutes a balanced approach to literacy**. Students need independent, guided, and shared reading, as well as daily read alouds and word work/vocabulary study. The overall purpose of balanced literacy instruction is to provide students with a differentiated instructional program which will support the reading and writing skill development of each individual. Literacy is a whole-school initiative in which all teachers are committed to reading, writing, and vocabulary development integrated across the content areas for students to make the reading growth required for them to be college-ready.



## **Strengthening our Current Practices**

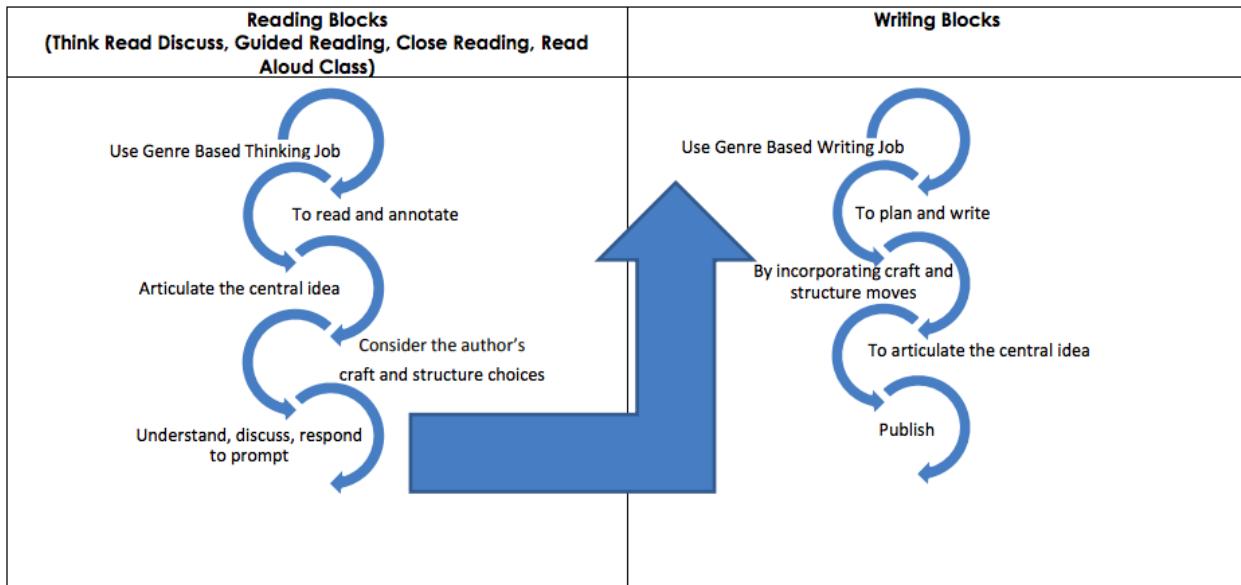
Freedom Preparatory Academy Charter Schools prepare all students in grades PreK-12 to excel in college and in life. According to a study by the Casey Foundation regarding third grade reading skills, *Children who aren't reading at grade level by the end of third grade are four times as likely to drop-out of high school.* We have worked hard to refine our literacy program ensuring a clear, strategic and direct path to reading proficiency exists among all classrooms at Freedom Prep through rigorous, research proven literacy instruction and practices. Through our quest to prepare our youngest learners to be active readers, there is work to be accomplished with our K-2 and 3-5 ELA program, specifically in the following components:

- K-5 Writing Instruction
- ELA instructional staffing model
- Upper elementary guided reading instruction.

### **K-5 Writing Instruction**

Research shows that reading and writing are mutually reinforcing skills. Writing about what students are reading helps them to make sense of texts' complexities and helps them to internalize their overall significance. Therefore, it's essential that reading and writing instruction be tightly integrated.

- Teaching Genre-Based Writing Jobs help students to learn to write using the specific craft and structure moves that are the hallmarks of the various writing genres; just as students learn the various genre patterns they can expect to engage with based on the genre of any text they may read. All GBWJs have been correlated with the Common Core Standards and develop in complexity across the K-5 grade-span.
- Students will learn the explicit genre-based writing framework to use for constructing narrative, explanatory, or argumentative writing that draw on the essential themes and unique features of the texts students are reading.
- After students have learned the processes for constructing these different types of writing, students will focus on the stylistic and mechanical features of their writing.



## Key Indicators of Excellence

### Integration of Writing and Close Reading Text

Reading and writing lessons will reinforce each other, leading to improved student outcomes on both. Strong readers tend to be strong writers because the ability to analyze literary devices and structural elements of a complex text helps students embed those same devices and structures in their writing. For example, when students can identify and analyze symbolism in text, they are better able to create symbolism in their own written pieces. And when students can craft meaningful complex sentences, they are more apt to understand their function in the text they are reading.

### Consistent Writing Lesson Structure

Lessons will follow a consistent cycle of modeling, practicing, and responding to students. The first attempt at a new strategy will emphasize a clear model but always include an opportunity to practice and respond to students. Subsequent guided practice lessons will incorporate a quick introduction of a previously taught strategy before students write independently.

The length of the practice times will increase across grades and modules as students build writing stamina, and lessons will suggest different ways that teachers can respond to students, such as sharing and giving feedback, setting goals, and teaching or reteaching strategies and skills.

Lessons will incorporate the close reading texts in the opening activity, and students will write in focus writing tasks about the texts they are reading in close reading lessons. Lessons will at times use mentor texts to model how students can imitate author's craft.

**Increased Time in Ink:** Scholars will be writing for at least 50% of the class period. They will develop their independence, fluency, and stamina while also producing a high volume of quality of writing.

**Writing to Reflect:** Students need to be able to share their own feelings and grapple with the issues raised. The curriculum provides embedded time for reflection.

- Lesson openers, text-dependent discussion questions, and lesson closures are ideal for this on an ongoing basis. As needed, clarify that some text-dependent questions help students make text-to-self connections and appreciate and enjoy reading and literary craft.
- Preparation for Pause Points and Socratic Seminars provide opportunities for more extensive discussions.
- Journaling, freewriting, and other private writing forms, as well as unsigned more formal writing, all offer additional avenues of expression for students who are hesitant to share in class discussion.

### **Writing Lesson Components and Student and Teacher Action**

		TEACHERS	STUDENTS
OPEN	Connect to KW reading text	Respond verbally	
MODEL	Model a strategy, using the teacher exemplar, sample student exemplar, or mentor text	Respond verbally	
GUIDE PRACTICE	Quickly review writing strategy steps	Respond verbally	
PRACTICE	Identify and give feedback	Write independently	
RESPOND TO STUDENTS			
Set Goals	Help students use the KW writing rubrics to self-assess and set goals	Self-assess and set goals	
Reteach	Model or guide practice, e.g., do a show/call to reteach writing strategies or foundational/language skills	Respond verbally and/or write independently	

Share Feedback	Lead feedback routines	Work independently, with peers, or in groups to reflect on student work and share feedback
<b>CLOSE</b>	Lead look back/ahead and reflection	Look back/ahead and reflect

Table 3. Framing for Writing Lesson Components

Quality Conferring and Feedback: Scholars receive feedback in several ways:

- Feedback Drops: Using the practices of Rapid Feedback, teachers rapidly circulate with a pen and provide quick “feedback drops” to students based on the day’s target skill, allowing teachers to get to 85-100% of their class in a given block.
- Short Conferences: Using strong data practices to drive conferring decisions, teachers may conduct short conferences (3- 4 min) with a smaller number of “cusp” students in order to push a key subset of scholars to mastery of a given target skill.

#### Clear Bar for Rigor through Transferable Success Criteria and Exemplar Responses

Lessons will set a clear bar for rigor with transferable success criteria and exemplar exit tickets, focus writing task, and end-of-module assessment responses. The success criteria will be specific to each lesson. As in reading lessons, the criteria for success will include the transferable output that a teacher will see in the student work.

#### Scope and Sequence of Foundational and Language Skill Instruction

Research is clear that applied skill instruction improves student outcomes, while isolated skill instruction does not.<sup>[1]</sup> Writing lessons will teach a scope and sequence of high-priority CCSS reading foundational skills, CCSS language skills, and other basic writing skills, such as holding pencil, contextualized in the texts and tasks of each module. <sup>[2]</sup> “High-priority” skills are those students need to complete the module’s focus writing tasks at a basic level, and we will develop the list based on academic research and the specific needs of students

Some foundational and language skills will be taught as full-length lessons, and others will be taught as mini-lessons. The curriculum will provide a spiraled review of a high-priority skills for three years after the skill is introduced in kindergarten. Lessons in grade 3, the third subsequent year, will simply reference the previous lessons for teachers to either use or adapt to a grade 3 topic or text<sup>3</sup>.

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<sup>3</sup> Grammar and Usage (Hillocks and Smith, 1991)

## ELA Instructional Model

Currently, all K-2 classrooms have a co-teaching model during the literacy block. Based on the success of the co-teaching model and unique needs of our students, grades 3-5 will adopt a co-teaching model during the literacy block. We believe teacher actions impact student actions. For students to develop the habits necessary for success in college-preparatory ELA classes, both teachers explicitly support students in developing these habits through their teaching and high quality feedback to students about their work.

### Co-Teaching Model

Students grow as readers when they have extensive practice with both literary and informational texts in their independent level as well as in their instructional level/CCSS recommended levels. In order for students to meet the demands of the Common Core Standards and demands of college-level texts, they need to have significant opportunities to grapple with both fiction and non-fiction texts that are beyond their skill levels and interests and also read daily at their instructional levels. With increased, extensive practice it is necessary for both teachers to monitor, provide feedback, confer, and stamp student understanding during our literacy block. Co-Teaching models, depending on the specific academic needs of students in a cohort, could resemble one (or more) of the following:

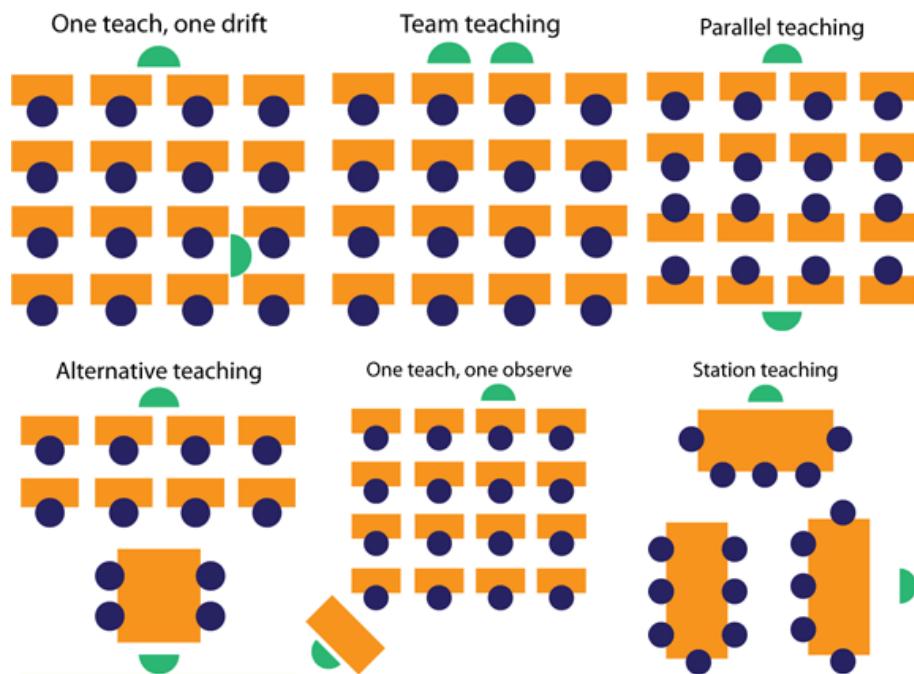


Figure 12. Demonstration of Employed Co-Teaching Model Methods

### Upper Elementary Guided Reading

In conjunction with our rationale of adopting a co-teaching model for upper elementary grades 3-5, coupled with our students unique academic needs, there is an opportunity to further our efforts with gap-closing literacy instruction. We plan to extend our guided reading program that currently exists in grades K-2 to the upper elementary classrooms. There are several benefits to guided reading instruction:

- Small-group reading instruction and individual coaching in a student's zone of proximal development/instructional level.
- Fluency, decoding, and comprehension skills and strategies support.
- Consistent reinforcement with habits of discussion,
- Differentiates instruction, explicitly teaching all aspects of reading instruction.

In the past, our priority has been k-2 literacy instruction with grade-level specific STEP goals for students ensuring they would be prepared for the demands of 3rd grade reading and writing. The purpose of expanding our guided reading program to upper elementary is to continue those efforts of ensuring our students rapidly move from level to level by strengthening their ability to read for and articulate the central idea of text and beyond.

The texts chosen for guided reading align to the STEP and instructional reading level of the scholars and include multiple opportunities for scholars to practice skills associated with the STEP Bottom Line, to build increasing independence in their **reading accuracy, fluency and deep thinking** about text at the specific reading level. The text selected should also, when possible, align to student interests to help build **engagement**, and a **love of reading**. There will be an economic investment in expanding our guided reading program to upper elementary. Schools would purchase specific guided reading texts for each STEP level, beyond STEP 12 through STEP 18 (end of 5th Grade). The cost for book title sets per STEP level is approximately \$1200 per level for 6 book sets.

## **Key Indicators of Excellence**

**Unit Level Preparation:** Guided Reading units are organized by STEP level and are created by individual schools within content teams according to grade level reading data. Units for Guided Reading are designed to develop students' independence in reading and comprehending the central idea of text at a specific reading level. Unit outcomes and lesson sequence/objectives target developing the reading groups understanding according to STEP Bottom Lines. Resources such as the STEP bottom-lines, the common cores standards, and texts central idea resources are used to help build unit overviews.

**Clear Concise Before Reading:** The goal of guided reading is for students to have ample time to practice reading and thinking skills to decode and make meaning of text. To ensure that practice is maximized at the beginning of the GR lessons include a quick introduction that sets students up for success during reading by introducing the text, previewing vocabulary, introducing a level heads up and thinking job.

**ALL Students doing the heavy lifting:** Throughout the lesson students will be actively engaged in reading, thinking and talking about the GR text. Support will be provided by the teacher when absolutely necessary after the student has made two unsuccessful attempts making meaning of the word they are trying to decode or the question they are trying solve. Using the Prompting Guide, teachers will select the least invasive prompt to support the reader and get him or her back on track.

**Building Habits of Discussion, Accountable Talk, and Academic Language:** Throughout the lesson students are held accountable for using academic language, as well as accountable talk moves and discussion habits when communicating with the group and sharing ideas. Teachers plan opportunities before and after reading for students to turn and talk or discuss as a group their reactions to the text read or their responses to text dependent questions. This small group time will help give all students the opportunity to practice their oral language skills.

**Quality Prompting During Reading:** : During the GR lesson the majority of teacher support and instruction should come during individual conferencing with students as they are reading the text. The teacher should confer with all students daily conferring on both the students' individual goal and the meaning of the text. Teachers should only provide support when necessary starting first with minimal levels of support through prompting. Teachers should collect data during the conference on students' individual reading strengths and challenges and this data should be used to inform future instruction.

**Students reading independently:** The goal of guided reading is to give students time to practice and build their **foundational reading, critical thinking, and academic and oral language skills**. Therefore the majority of the time (at least 2/3 of the block) is spent reading, thinking about and discussing the text. During this time students are demonstrating set and specific grade-level appropriate sustained focused reading.

**Formative data collection and analysis:** Through running records, conference notes, progress monitoring, and written responses to text (STEP 8/Level I and beyond), students are assessed at regular intervals to ensure they are progressing towards their learning goals, receiving the appropriate intervention and targeted instruction. The data gathered from these assessments are deeply analyzed to ensure students are receiving instruction appropriate to their needs.

Overall Flow of the Block (60-minute)		
Scholar Group 1 (Higher group) Independent Reading then Guided Reading	Scholar Group 2 (Lower group) Guided Reading then Independent Reading	Teacher
1 min: Independent Reading Focus+ Set Up Materials		
7 mins: GR Written response (from previous day's text)	GR Before Reading:  2-3 min: Before Reading with teacher (includes reviewing goals)	(Teacher ensures all Group 1 scholars are working before beginning GR group)  2-3 mins: Before Reading (GR) with Group 2

	14 mins: GR During Reading	14 mins: During Reading (GR) with Group 2 · After 5 mins, teacher signals for Group 1 to transition to IR
18 mins: Independent Reading 1 min: Independently Pack Up	10 mins: Guided Reading After Reading	10 mins: After Reading (GR) with Group 2 · With 1 min left: Teacher signals Group 1 to pack up silently
1 min: Review Goals Independently		
1 min: Transition Groups (Teacher passes out Group 1 GR materials during transition and independent readers choose their book)		
GR Before Reading: 2 mins: Before Reading with teacher	7 mins: GR Written response from today's text	2 mins: Before Reading (GR) with Group 1
14 mins: GR During Reading	18 mins: AIR	14 mins: During Reading (GR) with Group 1 · After 5 mins, teacher signals for Group 2 to transition to AIR
10 mins: GR After Reading	1 min: Independently Pack Up	10 mins: After Reading (GR) with Group 1 · With 1 min left: Teacher signals Group 2 to pack up silently

Table 4. Sample ELA Instruction Block

## Academic Program – Math

For students to thrive in college and in the world they will face after college, they must understand that mathematics is all around them in their daily lives. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A college-ready student will have developed a toolbox of mathematical practices and will be able to determine how to apply them to real world situations.

At Freedom Prep, we believe:

- We are all mathematicians.
- We can close gaps in mathematical knowledge with conceptual learning.
- All students can enter college without needing remedial math courses.
- Math is a relevant subject that helps us make sense of the world around us.

- All students have the resources and ability to persevere through complex problems.

## Academic Program – Grades K-5 Math

### Grades K-2 Math

Since starting the first Freedom Prep elementary school, the organization has continued to follow research on the best methods for student centered math instruction. According to recent studies, game based math instruction in lower grades supports students in building conceptual understanding through more engaging activities. It is for that reason that we use the curriculum created by Achievement First, a public charter school network serving approximately 40,000 students in Grades K-12 in New York, Rhode Island and Connecticut. The table below shows the fundamentals of the game-based math block. During the daily math block, teachers lead students to mastery of this curriculum by following detailed unit plans and daily level plans.

Game Introduction Lesson - Observation Checklist	
Order & Pacing	Criteria for Success (CFS): Check off each criterion that is met
<input type="checkbox"/> <b>Introduction:</b> 10-15 min.  <input type="checkbox"/> <b>Workshop:</b> 17-23 min. (includes mid-workshop interruption)  <input type="checkbox"/> <b>Discussion:</b> 5-10 min.  <input type="checkbox"/> <b>Closing:</b> 3-5 min.  <hr/> <input type="checkbox"/> <b>Completed within 50 min. total</b>	<input type="checkbox"/> <b>Routines and Procedures</b> are in place to ensure smooth transitions and a focused classroom free of disruption (routines for transitions, pair work, and use of <u>manipulatives</u> are especially important) <input type="checkbox"/> <b>Introduction:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduce the Math:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher models the game procedure but <b>not</b> math strategies (game directions posted on Visual Anchor)</li> <li><input type="checkbox"/> Teacher asks a planned question to elicit strategies from <u>students</u> → Students turn &amp; talk</li> <li><input type="checkbox"/> <b>Collect Data:</b> Teacher circulates - "hunt" – find strategies kids are using, plan who to call on in Concrete-Pictorial-Abstract order</li> <li><input type="checkbox"/> <b>Elicit &amp; Stamp Key Points:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share out discussion (and more questions) – T adds to Visual Anchor as kids share strategies in Concrete-Pictorial-Abstract order</li> <li><input type="checkbox"/> Teacher and students play one more round, quickly, → stamp the key points for the game directions and strategies</li> </ul> </li> <li><input type="checkbox"/> <b>Consolidate the Learning:</b> Before sending off to Workshop, teacher stamps key points through a question that gets students to articulate: "Today we are working on ___ by playing ___" (turn &amp; talk, tell your turtle, etc.)</li> </ul> </li> <li><input type="checkbox"/> <b>Workshop:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students work in heterogeneous pairs (when possible)</li> <li><input type="checkbox"/> Teacher circulates – pen in-hand, asks planned CFU question(s) and gathers data using pre-planned paper tracker, gives feedback           <ul style="list-style-type: none"> <li><input type="checkbox"/> Lap 1: Procedural – know what to do and on-task / Lap 2: Conceptual – understand the math and strategies</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>Mid-Workshop Interruption:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Data-based decision</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> If &lt;2/3 correctly using strategies, then address misconception and stamp key points</li> <li><input type="checkbox"/> If &gt;2/3 correctly using strategies, then focus on using a more efficient strategy</li> </ul> </li> <li><input type="checkbox"/> Students attend to mid-workshop interruption, participate and apply the learning to their work</li> </ul> </li> <li><input type="checkbox"/> <b>Discussion:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate focus based on data           <ul style="list-style-type: none"> <li><input type="checkbox"/> &lt;2/3 successful → discuss misconception</li> <li><input type="checkbox"/> &gt;2/3 → share strategies in CPA order highlighting the more efficient strategy OR extension exercise</li> </ul> </li> <li><input type="checkbox"/> Teacher keeps discussion focused on key points but students do majority of the talking/writing/explaining/etc.</li> </ul> </li> <li><input type="checkbox"/> <b>Closing:</b> Students complete exit ticket</li> </ul>

Figure 13. Criteria for Success (CFS) Observation Checklist

Mastery of the curriculum is measured by each unit by state- standard aligned assessments. Students are assessed on a summative basis three times throughout the year and we use the data to inform intervention that students need during the cycle. The two tables below each provide a unit curriculum sample and lessons sequence sample, respectively.

Unit One: Counting	
Critical Area(s):	
Duration: 9 days	
<b>Strategies:</b> see the pattern in the 0-9 sequence in the ones place and the decades – use the pattern to predict	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Extend the counting sequence.	<p>1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. *FS: UWDN KU4, KU5</p> <p>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). *FS: UO KU2</p>
Review/Imbedded Standards	<p>K.CC1 Count to 100 by ones and by tens</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p> <p>K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
Focal Standards for Mathematical Practice	<p>SMP6: Attend to precision.</p> <p>SMP7: Look for and make use of structure.</p>

Figure 14. Unit Curriculum Sample

Unit One: Counting	
1	LP6 1.2.3 - Mystery Bags - Workshop Expectations
2	LP3 1.1.4 - Collect 20 Together - Workshop Expectations
3	TC – Illustrative Mathematics: Crossing the Decade Concentration
4	LP48 3.4.4 - Counting Strips
5	LP50/51 3.4.5/3.4.6 - Counting Strips (day 2) / Missing Numbers on the Hundred Chart
6	LP49 3.4.4 - Counting Strips (day 3)
7	Roll and Record 2 (number bond)
8	Roll and Record 2 (number bond)
9	Context for Learning: Games for Early Number Sense – Hide-and-Peek (2-addends; 3-addends as extension)
10	Context for Learning: Games for Early Number Sense – Hide-and-Peek (2-addends; 3-addends as extension)
11	Unit Assessment

Figure 15. Unit 1 Lesson Sequence Sample

Students receive 90 minutes of daily math instruction: 10-minute calendar math meeting, 25-minute Math Stories, 55-minute game-based math lesson. During math stories, students will engage in real-world application problems that support problem solving and critical thinking. These story problems will provide students additional opportunities to engage with Common Core standards and work to master the Standards of Mathematical Practice. In our K-2 program, students are co-taught math in order to provide opportunities for enrichment and intervention within the block.

## Grades 3-5 Math

The foundations build in grades K-2 mathematics through Achievement First lead into the essential learnings of grades 3-5. As with K-2, the 3-5 curriculum continues with the Achievement First curriculum, which provides teachers with both unit and daily level plans. The table below provides an example of a unit's daily level plan. Students will have 90-minutes daily of math instruction: 25 minutes of Math Stories or Fluency/Error Analysis mini-lesson, 60 minute math lesson.

Unit Three: Addition & Subtraction	
1	<b>Add Numbers with Expanded Form</b> <ul style="list-style-type: none"> <li>SWBAT calculate sums with addends in the hundred thousands by using expanded notation addition</li> <li>Students add numbers into the hundred thousands using expanded notation. The strategy is familiar from third grade, but they have not used it with numbers of this magnitude. There should be an emphasis on using place value language, explaining each step, and explaining regrouping especially in the thousands period.</li> <li>This lesson is a good place to add in Add by Place during the discussion, to bring up another helpful strategy they have seen before, and that is related to expanded notation.</li> </ul>
2	<b>Standard Algorithm for Addition</b> <ul style="list-style-type: none"> <li>SWBAT calculate sums with addends through the <del>hundred thousands</del> by using the standard algorithm.</li> <li>Students should use expanded notation addition to understand the standard algorithm. They should understand the standard algorithm as the same process as expanded notation addition, but using digits in correct place values to represent values. They should be able to explain each step based on place value.</li> </ul>
3	<b>Subtract Expanded Form and Visual Models</b> <ul style="list-style-type: none"> <li>SWBAT calculate differences with addends in the hundred thousands by using expanded notation subtraction and relating it to pictures of place value blocks.</li> <li>Students subtract numbers into the hundred thousands using expanded notation. The strategy is familiar from third grade, but they have not used it with numbers of this magnitude. Students should be connecting expanded notation subtraction to subtraction with place value blocks/pictures. There should be an emphasis on using place value language, explaining each step, and explaining regrouping especially in the thousands period.</li> </ul>
4	<b>Standard Algorithm for Subtraction</b> <ul style="list-style-type: none"> <li>SWBAT calculate differences through the <del>hundred thousands</del> by using the standard algorithm for subtraction.</li> <li>Students should use expanded notation subtraction to understand the standard algorithm. They should understand the standard algorithm as the same process as place value blocks/pictures and expanded notation subtraction, but using digits in correct place values to represent values. They should be able to explain each step based on place value.</li> </ul>

Table 5. Sample Achievement First Unit Plan

During math stories, students will engage in real-world application problems that support problem solving and critical thinking. These story problems will provide students additional opportunities to engage with Common Core standards and work to master the Standards of Mathematical Practice. Freedom Prep has made math fluency a priority as a way to help close gaps in mathematical understanding with the belief that if students can compute easily (i.e. multiplication and division facts to 100), they will have more cognitive space for accessing grade level material. The table below provides an example of Semester 2 fluency skills.

	3rd Grade	4th Grade	5th Grade
IA2 (Quiz in January)	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1, 2, 4, 5, 10</li> <li>Identifying fractions (halves, thirds, quarters, sixths and eighths)</li> <li>Round to nearest 10</li> <li>Add and subtract within 100</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1, 2, 4, 5, 10</li> <li>Rounding to nearest 10 or 100</li> <li>Add and subtract within 800</li> <li>Create equivalent fractions (halves, thirds, fourths, sixths, eighths)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1, 2, 4, 5, 10</li> <li>Up to 4 x 1 multiplication</li> <li>Up to 4 x 1 division</li> <li>Add/Subtract fractions with unlike denominators (halves, thirds, fourths, sixths, eighths)</li> </ul>
Mid-April (Quiz in March)	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>Identifying fractions (halves, thirds, quarters, sixths, eighths)</li> <li>Round to nearest hundred</li> <li>Add and subtract within 800</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>Rounding to nearest 10, 100 or 1000</li> <li>Add and Subtract within 1,000</li> <li>Create equivalent fractions (any denominator)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>2 x 2 digit multiplication</li> <li>Two-digit long division</li> <li>Add/Subtract fractions with unlike denominators (fifths, sevenths, tenths, ninths, twelfths)</li> </ul>
End of Year (Quiz post TN Ready)	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>Add and Subtract within 1,000</li> <li>Name Fractions</li> <li>Rounding to nearest 10 or 100</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>Round to any place value</li> <li>Create Equivalent Fractions</li> <li>Add and subtract within 1,000,000</li> <li>Create equivalent fractions (any denominator)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication/Division Facts 1-12</li> <li>Multi-digit multiplication</li> <li>Multi-digit division</li> <li>Add/Subtract fractions with unlike denominators</li> </ul>

Table 6. Sample Second Semester Math Fluency Skills

Our 60-minute math lesson is inquiry-based and provides students with an opportunity to explore and activate prior knowledge before engaging with direct instruction. Students in grades 3-5 are co-taught during the math block, which allows for one teacher to lead instruction while the other supports students who may need additional time or support with the grade level material. Students

are assessed at the end of each unit based on the Common Core Standards. Students then go through a data cycle where they are able to analyze their mastery and have opportunities for error analysis and re-teach based on gaps. Grades 3-5 have cumulative assessments three times throughout the year, which are used to inform upcoming instruction.

### **Academic Program – Grades 6-8 ELA**

Our Secondary ELA program operates around one core belief: literacy is freedom. We want our students to become voracious readers who see literature as both a window to other worlds and a mirror to themselves. We want them to advocate through compelling written and oral communication. Ultimately, we want them to discover that, as Frederick Douglass so eloquently stated, “once you learn to read, you will forever be free.”

As a result, we have made programmatic shifts to foster these beliefs and mindsets. We prioritize culturally relevant texts for curriculum and robust access to diverse, high-interest independent reading books. Novel units include culturally diverse works such as: *Esperanza Rising*, *Their Eyes Were Watching God*, *A Raisin in the Sun*, *Chains*, and *The House on Mango Street*. Ensuring these culturally relevant texts are cognitively challenging and paired with the proper instructional scaffolds ensures our students can meet the demands of more rigorous ELA standards (Shanahan, Fisher, & Frey, 2012).

To foster lifelong readers and writers, we ensure every student has at least 20 minutes of independent reading time every day, as well as access to robust classroom libraries. Each middle school budgets \$10,000 for library books per year, and teachers and students are regularly encouraged to request new books. Prioritizing time, access, and choice within our independent reading structures improves reading motivation and comprehension (Guthrie & Humenick, 2004) and dramatically increases the likelihood students will read outside of school (Ivey & Broaddus, 2001).

We believe it is imperative for students to understand the inherent connection between reading and writing: we read to write, and we write to be read. Research also shows that writing about a text improves reading comprehension and is a more impactful than reading alone, reading and rereading, reading and discussing, or reading and studying (Graham & Herbert, 2010). Therefore, we have combined our once separate Reading and Writing classes into one English Language Arts Course. Students have at least 95 minutes of literacy instruction each day, with 75 minutes per day in ELA class and 20 minutes in Accountable Independent Reading time.

Finally, we begin preparing students for AP Language and Literature from 6th grade on by implementing a common set of vertically-aligned written assessments for each unit of instruction. Each unit includes a common mid module short response and a longer end of unit essay focused on one type of writing. Prompts are designed to mirror the rigor of AP English free response questions and scored using a holistic scoring guide. Teachers across all middle school campuses gather twice a quarter to commonly score these assessments, analyze results, and evaluate teaching practices in

order to prioritize forthcoming instruction. Below is an example of the mid module and end of unit assessments across grades 6-8 for unit 1.

**MS ELA Common Assessment Scope & Sequence: Unit 1, Quarter 1**  
**Writing Focus: Literary Analysis**

	6th Grade <i>Esperanza Rising</i>	7th Grade <i>Fahrenheit 451</i>	8th Grade <i>Chains</i>
<b>Mid-Module Short Response</b>	Carefully read the following short story, "Eleven" by Sandra Cisneros. Then, in a well organized paragraph, analyze how the narrator's character development contributes to the theme of the story.	Carefully read the short story, "The Pedestrian," by Ray Bradbury. Then, in a well-organized academic response, analyze how the author uses symbolism to convey a warning to society.	Carefully read the short story, "Raymond's Run," by Toni Cade Bambara. Then, in a well-organized academic response, analyze how Squeaky's character development contributes to the theme.
<b>End of Unit Extended Response</b>	In a well organized essay, analyze how Esperanza's character development over the course of <i>Esperanza Rising</i> contributes to a theme of novel as a whole.	In a well organized essay, analyze how author Ray Bradbury uses symbolism throughout <i>Fahrenheit 451</i> to contribute to a theme of the work as a whole.	In a well organized essay, analyze how Isabel's character development over the course of <i>Chains</i> contributes to a theme of the novel as a whole.

**Freedom Prep MS ELA Scoring Guide for Analysis**

Level of Performance	AP Essay Score (Student and teacher facing - aligned to AP English scores)	Paragraph/short response score (teacher facing- aligned to TN Ready scores)	Paragraph/short response symbol (student facing)
Inadequate	1 - 2	1	X
Emerging	3 - 4	2	Check -
Proficient	5	3	Check
Advanced	6	4	Check +

## Middle School Scoring Scales

Essay Score	SR Score	Description	Bottom line:
6	4	<p>These demonstrate clear and consistent competence although they may have occasional errors. Such papers:</p> <ul style="list-style-type: none"> <li>● Provide persuasive analysis of how literary element or device contributed to meaning</li> <li>● Supply specific, detailed supporting textual evidence</li> <li>● Are well-developed and well-organized using appropriate sequencing and transitions</li> <li>● Are distinguished by an effective style, including descriptive words and phrases, sensory details, effective word choice, and a sense of voice</li> <li>● Demonstrate consistent and effective control of standard English grammar and mechanics</li> </ul>	<b>More than adequate in every way.</b>
5	3	<p>These demonstrate reasonably consistent competence although they will have occasional errors or lapses in quality. Such responses:</p> <ul style="list-style-type: none"> <li>● Offer a reasonable analysis of how the literary element or device contributed to meaning</li> <li>● Use appropriate supporting textual evidence</li> <li>● Are generally well-developed and well-organized using appropriate sequencing and transitions</li> <li>● Are distinguished by descriptive words and phrases, sensory details, and appropriate word choice.</li> <li>● Demonstrate consistent and effective control of standard English</li> </ul>	<b>Enough. Technically correct, but a bit tedious to read.</b>
4	2+	<p>These demonstrate adequate competence with occasional errors and lapses in quality. Such responses:</p> <ul style="list-style-type: none"> <li>● Offer an inadequate analysis of how the literary element or device contributed to meaning</li> <li>● May present some supporting textual evidence, but commentary often lacks depth, is misguided/inaccurate, or is missing altogether</li> <li>● Are somewhat developed and organized</li> <li>● Display limited variety in descriptive words and phrases, sensory details, and adequate word choice</li> <li>● Demonstrate adequate control of standard English grammar and mechanics although they may have several errors</li> </ul>	<b>Unconvincing, simplistic, or misguided.</b>
3	2-	<p>These demonstrate developing competence. Such responses may contain one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>● Inadequate understanding of the writing task (how a device/element contributes to meaning)</li> <li>● May contain limited or weak evidence</li> <li>● Demonstrate minimal development and/or weak organization</li> <li>● Few examples of descriptive words and phrases, sensory details, or effective word choice</li> <li>● Contains recurrent errors in grammar and mechanics</li> </ul>	

2	1+	<p>These demonstrate some incompetence. Such responses are flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>● Serious misunderstanding of the task (how a device/element contributes to meaning); little to no analysis - often a mere summary of the passage</li> <li>● Disjointed or inappropriate evidence (if any is included)</li> <li>● Inadequate development, or vague generalizations; confusing or poor organization</li> <li>● Almost no examples of descriptive words and phrases, sensory details, or effective word choice</li> <li>● Frequent errors in grammar and mechanics that interfere with the reader's understanding</li> </ul>	<b>Unacceptable . Misses the mark completely</b>
1	1	<p>These papers demonstrate incompetence. Such responses are seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>● Only a passing reference to the writing task</li> <li>● Unacceptable brevity</li> <li>● No attempt to supply supporting evidence</li> <li>● Consistent lack of organization and development</li> <li>● Serious errors in grammar and mechanics</li> </ul>	
0	0	These responses are completely off-topic or are blank.	

## Freedom Prep MS ELA Scoring Guide for ARGUMENT

Essay Score	SR Score	Description	Bottom line:
6	4	<p>These demonstrate <u>clear and consistent competence</u> although they may have occasional errors. Such papers:</p> <ul style="list-style-type: none"> <li>• Complete the task of the essay well</li> <li>• Demonstrate the ability to construct an adequate argument and discuss its implications with suitable evidence and sufficient reasoning,</li> <li>• Contain more insightful, original ideas; has a “voice”</li> <li>• Are generally well written and successfully attempt to vary sentences and utilize effective word choice, although there may be lapses in diction and syntax</li> </ul>	<b>Above average.</b> More than adequate in every way.
5	3	<p>These demonstrate <u>reasonably consistent</u> competence although they will have occasional errors or lapses in quality. Such responses:</p> <ul style="list-style-type: none"> <li>• Complete the essay task, but with little to no special insight.</li> <li>• Demonstrate the ability to present an argument, but frequently provide limited or inadequate discussion, explanation, and/or evidence to support the writer’s ideas</li> <li>• May attempt insight or originality, but ideas are often predictable or simplistic; may come across as “formulaic”</li> <li>• Are fairly well written and demonstrate moderate control over standard written English, although there may be lapses in diction or syntax.</li> <li>• Overall, present a thinner version of the 4/6.</li> </ul>	Enough. In and out. Technically correct, but a bit tedious to read.
4	2+	<p>These demonstrate <u>adequate competence</u> with occasional errors and lapses in quality. Such responses:</p> <ul style="list-style-type: none"> <li>• Attempt, but do not fully or convincingly complete the essay task</li> <li>• Demonstrate some ability to construct an argument, but are unconvincing due to incomplete, oversimplified, or insufficient reasoning and examples.</li> <li>• Summarize Ideas or evidence rather than justify/support the position</li> <li>• Are decently written, but may be limited or lacking in sentence variety, organization, and/or appropriate word choice</li> </ul>	Unconvincing, simplistic, or misguided.
3	2	<p>These demonstrate <u>developing competence</u>. Such responses:</p> <ul style="list-style-type: none"> <li>• Meet the criteria of the 2+/4, but demonstrate less understanding of the task, less success in developing their own position, or less control of writing</li> </ul>	
2	1+	<p>These demonstrate <u>some incompetence</u>. Such responses:</p> <ul style="list-style-type: none"> <li>• Do not adequately attempt the task</li> <li>• Demonstrate little ability to construct an argument</li> <li>• Provide little to no evidence of the student’s ideas and often summarize or present irrelevant evidence or explanation.</li> <li>• Struggle to write coherently and contain consistent errors in</li> </ul>	Unacceptable . Misses the mark completely.

		grammar and mechanics that interfere with reader's understanding	
1	1	<p>These papers demonstrate incompetence. Such responses are seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>• Meet the criteria for a 2/1+ but are especially simplistic or weak in their control of writing</li> </ul>	
0	0	These responses are completely off-topic or are blank.	

Graham, S., & Hebert, 2010. *Writing to read: Evidence for how writing can improve reading*. New York, NY : Carnegie Corporation. Kirsch , I.S. , & Jungeblut , A.

Guthrie, J. T., & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329–354). Baltimore: Paul Brookes.

Ivey, G., & Broaddus, K. (2001). Just plain reading: A survey of what makes students want to read in middle schools. *Reading Research Quarterly*, 36, 350–377.

Shanahan, T., Fisher, D. , & Frey, N. ( 2012 ). The challenge of challenging text. *Educational Leadership*, 69 ( 6 ), 58 – 63.

## Academic Program – Grades 6-8 Math

Freedom Prep’s improvements to our Grades 6-8 Math Program have been three-fold:

1. Moving to a “Conjecture Based” daily lesson framework that emphasizes critical thinking at the onset of every daily lesson
2. Adopting a targeted approach to prioritized math fluencies to ensure students have the automaticity with foundational skills that is required to think rigorously at standard-level
3. Adopting a co-taught model to ensure all students receive maximum feedback on their work throughout daily lessons

As with Grades K-5 Math, Freedom Prep implements Achievement First’s curriculum and daily lesson structures in Grades 6-8 Math. The middle school math lesson structure we have adopted prioritized the practice opportunities we know are essential to mastery in mathematics while blending in strong daily critical thinking opportunities to activate & build on prior knowledge to discover the key conjecture of the day. The table below, designed by Achievement First, iterates this model. This model is co-taught at Freedom Prep, with the co-teacher’s primary responsibility to provide immediate feedback to students on their work.

## Middle School Math: Conjecture Based Lesson

<b>Purpose</b>	To develop conceptual understanding of math topics and strategies to persevere by formulating and proving mathematical conjectures through investigation and guided inquiry. They do this by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems.						
<b>Time Stamps</b>	<b>TAI and Opening</b>	<b>Test the Conjecture</b>	<b>Partner Practice</b>	<b>Partner Practice Debrief</b>	<b>Independent Practice</b>	<b>Independent Practice Debrief</b>	<b>Exit Ticket</b>
	≤ 15 min	≤ 10 min	≤ 5 min	≤ 2 min	≥ 10 min	≤ 2 min	≤ 5 min
<b>Markers of Excellence for all of Core Instruction:</b> Written and oral responses provided by students meet top quality expectations.							
Why	Pace	What Happens		<b>Markers of Excellence – Student Outcomes</b>			
<b>TAI:</b> Complete the TAI to activate and connect prior knowledge as well as allow for teacher to analyze work prior to the start of the lesson.	≤ 5 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T communicates expectations for work time</li> <li><input type="checkbox"/> Ss work for about 5 min</li> <li><input type="checkbox"/> T circulates and collects data on tracker</li> <li><input type="checkbox"/> By the end of work time, Ts know how each student attacked the problem in order to make intentional choices about what work to show and who to call on or speak with throughout the discussion.</li> </ul>		<b>Output:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss make a best effort attempt to complete all parts of the TAI in the time allotted</li> </ul>		
<b>Opening:</b> Debrief the mathematical concepts (what and why) presented in the task to arrive at a new understanding and develop a conjecture for the day's lesson.	≤10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T shows calls S work w/pre-identified strategies and misconceptions</li> <li><input type="checkbox"/> T asks Ss to analyze, TT, and vote on work</li> <li><input type="checkbox"/> T asks broad and back pocket questions to drive to fencepost(s)</li> <li><input type="checkbox"/> T asks synthesis question and engages Ss in forming lesson's conjecture w/TT or EW</li> <li><input type="checkbox"/> T clearly states and posts the day's conjecture to be tested</li> </ul>		<b>Rigor</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss analyze and explain S work, arriving at the intended fence post(s)</li> <li><input type="checkbox"/> Oral responses are rooted in evidence from S work</li> <li><input type="checkbox"/> Ss develop and show understanding of the fence post(s) and conjecture.</li> </ul>		
<b>Test the Conjecture:</b> Prove or disprove the conjecture in 1-2 example problem, solidify conceptual understanding and develop a clear procedure/CFS for solving.	≤10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T asks students to explain how the conjecture can be applied in each problem</li> <li><input type="checkbox"/> T uses universal prompts and back pocket questions to engage students in making sense of the problems, testing the conjecture, and solving problems</li> <li><input type="checkbox"/> T models exemplar work expectations while solving problems</li> <li><input type="checkbox"/> T tasks if conjecture holds true w/TT + revises as needed</li> <li><input type="checkbox"/> The conjecture is stamped and stated in mathematical language, written down, and re-voiced.</li> <li><input type="checkbox"/> Exemplar work and CFS are created and visible for Ss.</li> </ul>		<b>Investment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss analyze and discuss show called S work</li> <li><input type="checkbox"/> Ss listen to and respond to one another's comments</li> <li><input type="checkbox"/> Ss attempt to articulate fence posts and conjecture</li> </ul>		
				<b>Thinking</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking, talking, and working for 90% of the time by engaging in TTs, whole class CFUs, EWs, and the discussion</li> </ul>		
				<b>Feedback</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss correct or clarify their explanations when provided w/feedback</li> <li><input type="checkbox"/> Ss actively engage in discussion to give feedback to show called work and one another</li> </ul>		
				<b>Output:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of scholars have notes that match the teachers' exemplar work for both completed problems.</li> </ul>		
				<b>Rigor</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss think critically about and discuss the conjecture using mathematical reasoning and evidence from work completed in handout or on board</li> <li><input type="checkbox"/> Ss create exemplar work in their notes and develop the CFS concurrently</li> <li><input type="checkbox"/> Ss engaging in higher order thinking to answer questions posed</li> </ul>		
				<b>Focus/Investment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss respond to questions posed with an answer or clarifying question</li> <li><input type="checkbox"/> Ss listen to and respond to one another's comments</li> <li><input type="checkbox"/> Ss attempt to articulate whether or not the conjecture is true using evidence from work completed</li> </ul>		
				<b>Thinking</b>			

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking, talking, and working for 80% of the time by engaging in TTs, whole class CFUs, EWs, and the discussion</li> <li><input type="checkbox"/> Ss use evidence to support their thinking</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss actively engage in discussion to give feedback to one another and to show called work (when applicable)</li> </ul>
<b>PP:</b> Apply the conjecture to reinforce understanding and procedure through collaborative work and teacher feedback.	≤5 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T frames work expectations with CFS and exemplar created during Test the Conjecture, and states behavioral expectations</li> <li><input type="checkbox"/> Ss work in pairs on problem set</li> <li><input type="checkbox"/> T names first procedural lap</li> <li><input type="checkbox"/> T circulates to provide feedback</li> <li><input type="checkbox"/> T names conceptual lap</li> <li><input type="checkbox"/> T circulates to provide feedback and collect data to drive PP debrief</li> <li><input type="checkbox"/> <i>Repeat previous two bullets 1x</i></li> </ul>	<p><b>Output:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss complete the assigned PP problems in the allotted time with work that meets the CFS.</li> </ul> <p><b>Rigor</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss solve problems that are pitched to grade level rigor bar</li> <li><input type="checkbox"/> Ss discuss work using mathematical vocabulary and evidence from work</li> </ul> <p><b>Focus/Investment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss are on task, and collaborate with and provide feedback to partner</li> <li><input type="checkbox"/> Ss persevere with challenging problems and use help seeking strategies (i.e. asking partner, looking in notes, etc.)</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking, talking, and working for 100% of the time</li> <li><input type="checkbox"/> Ss use evidence to support their thinking when discussing problems</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss correct or clarify their explanations and work when provided w/feedback</li> </ul>
<b>PP Debrief:</b> Provide the class with batch feedback based on trends noticed during PP.	≤2 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T debriefs highest impact common error using show call of incorrect and exemplar work (20-80% Ss miss), or, T uses funneled questioning to guide Ss through exemplar for a problem that &gt;80% of Ss miss</li> </ul>	<p><b>Rigor</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss analyze and explain the error and how to close the gap</li> <li><input type="checkbox"/> Oral responses are clear and rooted in evidence from S work</li> </ul> <p><b>Investment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss correct errors in their work</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking, talking, and working for 95% of the time by engaging in TTs, whole class CFUs, EWs, and the discussion</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss correct or clarify their explanations when provided w/feedback</li> <li><input type="checkbox"/> Ss actively engage in discussion to explain and give feedback to show called work and one another</li> </ul>
<b>IP:</b> Ss get sufficient at-bats applying conjecture to a variety of problems at grade level rigor bar and receive feedback from their teacher.	≥10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T frames work expectations with CFS and exemplar created during Test the Conjecture, and states behavioral expectations</li> <li><input type="checkbox"/> Ss work independently on problem set</li> <li><input type="checkbox"/> T names first procedural lap</li> <li><input type="checkbox"/> T circulates to provide feedback</li> <li><input type="checkbox"/> T names conceptual lap</li> <li><input type="checkbox"/> T circulates to provide feedback and collect data to drive IP debrief</li> <li><input type="checkbox"/> <i>Repeat previous two bullets 2-3x</i></li> </ul>	<p><b>Output:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss complete the assigned work in the allotted time, getting multiple at-bats and answering all parts of the question. Work is clear, organized, and meets CFS.</li> </ul> <p><b>Rigor</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss solve problems that are pitched to grade level rigor bar</li> <li><input type="checkbox"/> Ss work meets CFS for exemplar work; including following UPESC framework when appropriate</li> </ul> <p><b>Investment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Ss are on task the entire time</li> <li><input type="checkbox"/> Ss persevere with challenging problems and using help seeking strategies (i.e. looking in notes, etc.)</li> </ul> <p><b>Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking and working for 100% of the time</li> <li><input type="checkbox"/> Ss use evidence to support their thinking in written explanations</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss correct or clarify their written explanations and work when provided w/feedback</li> </ul>

<b>IP Debrief:</b> Provide the class with batch feedback based on trends noticed during IP.	$\leq 2$ min	<ul style="list-style-type: none"> <li><input type="checkbox"/> T debriefs highest impact common error using show call of incorrect and exemplar work (20-80% Ss miss), or, T uses funneled questioning to guide Ss through exemplar for a problem that &gt;80% of Ss miss</li> </ul>	<b>Rigor</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss analyze and explain the error and how to close the gap</li> <li><input type="checkbox"/> Oral responses are clear and rooted in evidence from S work</li> </ul> <b>Investment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss analyze, name, and correct the common error or explain the exemplar work</li> <li><input type="checkbox"/> Ss correct errors in their work</li> </ul> <b>Thinking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss are thinking, talking, and working for 95% of the time by engaging in TTs, whole class CFUs, EWs, and the discussion</li> </ul> <b>Feedback</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss actively engage in discussion to explain and give feedback to show called work and one another</li> </ul>
<b>Exit Ticket:</b> Collect data on student learning for the day's lesson.	$\leq 5$ min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher frames exit ticket work time by naming the CFS that student work should meet.</li> <li><input type="checkbox"/> Ss work independently on Exit Ticket</li> </ul>	<b>Rigor</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss complete ET with exemplar work</li> </ul> <b>Investment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ss complete their ET w/exemplar work and are on task 100% of the time. If finished early, students check work or self-assign to other math work available.</li> </ul>

Secondly, Freedom Prep has doubled down on the importance of automaticity with prioritized skills as a key component of a college-preparatory math program. In transitioning from SPIs to the new TN Standards, Freedom Prep lost sight of the procedural skills that were so often prioritized in SPIs. While that was a shortcoming in that student understanding rarely pushed beyond quickly completing a procedure, we noticed over the years that our focus on building mathematical concepts and critical thinking accidentally became *instead of* a prioritized of fluency rather than *in addition to*. Freedom Prep has since taken action to develop a clear vision for prioritized fluencies that we expect 100% of students to master by the end of that specific grade level. We are currently in month three of this initiative and are extremely confident that the trajectory of this initiative will lead to a fully fleshed out fluency program by Fall of 2020, if not by Fall of 2019. Below is an artifact of this work – our prioritized fluency skills for 8<sup>th</sup> grade.



### Expected Skill Fluency by Grade Level: Sequenced by topic of study

#### Grade 8

	Number System	Expressions/Equations	Functions	Geometry
EE.A	Work with radical and integer exponents	<ul style="list-style-type: none"><li>✓ Calculate square root and cube root of small perfect squares and cubes</li><li>✓ Apply properties of integer exponents to generate equivalent expressions</li><li>✓ Perform operations (+, -, ×, ÷) on numbers in scientific notation</li><li>✓ Convert numbers written in standard and scientific notations</li><li>✓ Identify rational and irrational numbers</li></ul>		
EE.B	Understand the connections between proportional relationships, lines, and linear relationships	<ul style="list-style-type: none"><li>✓ Graph proportional relationships</li><li>✓ Describe the context of a point on a proportional graph</li><li>✓ Compare two different proportional relationships represented in different ways.</li><li>✓ Calculate Rate of change from a graph, table, or equation</li><li>✓ Write the equation of a line</li></ul>		
EE.C	Analyze and solve linear equations and pairs of simultaneous linear equations	<ul style="list-style-type: none"><li>✓ Solve linear equations with signed rational numbers</li><li>✓ Solve equations with variables on both sides</li><li>✓ Determine the number of solutions to a linear equation</li><li>✓ Solve system of equations using elimination and substitution</li><li>✓ Identify the solution for a system of equations from a graph</li></ul>		
F	Define, evaluate, and compare functions  Use functions to model relationships between quantities	<ul style="list-style-type: none"><li>✓ Determine whether a table, graph, or set of ordered pairs represents a function</li><li>✓ Calculate the rate of change of a function</li><li>✓ Identify and explain the initial value of a function</li><li>✓ Compare rates of changes of Functions (tables, graphs, equations)</li><li>✓ Create linear equations in the form <math>y = mx + b</math></li><li>✓ Identify a linear function from a table, graph, or equation</li></ul>		
G.A	A. Draw, construct, and describe geometrical figures and describe the relationships between them.  B. Solve real-world and mathematical problems involving area, surface area, and volume	<ul style="list-style-type: none"><li>✓ Plot and identify points in all four quadrants</li><li>✓ Identify reflections, rotations, translations and dilations given a picture or coordinate pairs of a pre-image and image</li><li>✓ Prove congruence and similarity in shapes</li><li>✓ Identify angle pairs and special relationships (vertical, alt.int., etc)</li><li>✓ Find the measurement of a missing angle using angle relationships</li><li>✓ Find the missing angle measurement in a triangle</li><li>✓ Use the Pythagorean Theorem to find missing side lengths</li><li>✓ Use the Pythagorean Theorem to find the distance between 2 points</li><li>✓ Use formulas and substitution to evaluate Volume of 3D objects</li></ul>		

Figure 16. Expected Math Fluency Skill by Grade Level

## **1.14 Performance Management**

Evaluation based on student achievement data is far more effective than evaluation based on theoretical research or anecdote. Therefore, Freedom Prep uses data to drive instruction throughout its education program. Freedom Prep administers the following assessments to measure academic progress and outcomes: TN Ready, a criterion-based measure of proficiency to measure absolute achievement regarding state academic standards; the STEP Assessment, a rigorous reading assessment designed by the University of Chicago; interim standards-based assessments (internally created from instructional material developed by the PARCC Consortium) for grades 3-10 administered three times during the year in 12 week cycles; Unit tests given in 3-to-6-week cycles; and “Show What You Know” quizzes administered bi-weekly.

Freedom Prep intimately recognizes the mountain to college is not a 1-year attempt to be accomplished with a single effort but is traversed over a duration of time and achieved through an accumulation of small steps. Likewise, FPA established overarching academic goals for 2021 that each school actively works towards through accomplishing annual targets as indicators of success. The goals below represent both the 2021 network goals and the annual indicators of academic progress at each school (The following summary includes elementary, middle, and high school goals to show the cohesive and consistent academic trajectory for a student over their 12-year educational span with Freedom Prep):

### **ACHIEVING THE COLLEGE READY BAR – 2021 ACADEMIC GOALS**

- ⌚ **Goal #1:** All Freedom Prep schools rank in the top 5% in the State of Tennessee for academic growth.
  - **Key Question:** Are we making maximum academic progress annually with our students?
  - **Assessment:** TN Ready/EOC (TVAAS)
- ⌚ **Goal #2:** Freedom Prep students perform at or above the 75<sup>th</sup> percentile in the state of Tennessee.
  - **Key Question:** How are our students performing compared to their peers across the state?
  - **Assessment:** TN Ready/EOC (%On Track/Mastered)
- ⌚ **Goal #3:** All Freedom Prep students in grades K-2 read at or above grade level by the end of 2<sup>nd</sup> Grade.
  - **Key Question:** Are we aggressively growing our students' reading levels in Grades K-2?
  - **Assessment:** STEP (Grades K-2)
- ⌚ **Goal #4:** Freedom Prep students average at or above a composite of a 21 on the ACT, with no one below the neighborhood average and 25% of students above a 25.
  - **Key Question:** Are our students academically prepared to get into college?
  - **Assessment:** ACT

## **BREAKDOWN OF ANNUAL ACADEMIC GOALS TOWARDS 2021 TARGETS**

 **Goal #1:** All Freedom Prep schools rank in the top 5% in the State of Tennessee for academic growth.

- 2018-19: All Freedom Prep schools earn a School-Wide Composite TVAAS Level 5
- 2019-20: All Freedom Prep school rank in the top 10% in the State of Tennessee for School-Wide Composite TVAAS

### **Supporting Goals**

- 70% of students in each grade achieve their NWEA MAPprojected growth goal
- 70% of students in each grade with Fall RIT scores below the 10<sup>th</sup> national percentile achieve 2.0x NWEA projected growth goal.

 **Goal #2:** Freedom Prep students perform at or above the 75<sup>th</sup> percentile in the state of Tennessee.

- 2018-19: Freedom Prep students average 30% proficient on TN Ready Math & ELA at each Freedom Prep School.
- 2019-20: Freedom Prep students average 35% proficient on TN Ready Math & ELA at each Freedom Prep School.

 **Goal #3:** All Freedom Prep students in grades K-2 read at or above grade level by the end of 2<sup>nd</sup> Grade.

- 2018-19: 90% of Kindergarten students achieve STEP 3, with 75% achieving STEP 4
- 2019-20: 2018-19 goal + 90% of 1<sup>st</sup> Grade students achieve STEP 6, with 75% achieving STEP 7

 **Goal #4:** Freedom Prep 12<sup>th</sup> graders average at or above a composite of a 21 on the ACT, with no one below the neighborhood average and 25% of students above a 25.

- 2018-19: Freedom Prep 12<sup>th</sup> graders average at or above a composite of 19.5 on the ACT, with 10% below the neighborhood average and 25% above a 23
- 2019-20: Freedom Prep 12<sup>th</sup> graders average at or above a composite of 20.25 on the ACT, with 5% below the neighborhood average and 25% above a 24

## **Evaluating Academic Progress**

The Freedom Prep Accountability Plan is consistently used to evaluate each school's annual academic progress. FPA has a set of clear, aggressive academic goals for its students to ensure that they are prepared to enter and excel in college and in life, starting in Kindergarten. The goals are aligned to the new Common Core-like TN standards and will be central to all FPA academic efforts establish a strong college-preparatory school options for families in Binghampton. The measurement and tracking of daily, monthly, and annual academic growth is integral to the stated efforts. The Accountability Plan itself describes the goals used to measure the degree to which we are making double-digit gains on an annual basis with our students.

Accountability begins at the top of FPA. The Board of Directors, through its Academic Accountability Committee, reviews progress towards measures in the accountability plan. The Chief Executive Officer (CEO) evaluates the most current performance data of each school through

weekly meetings with the Chief Academic Officer (CAO) who leads the academic vision of the network and ensures standards-aligned instruction in every Freedom Prep classroom from kindergarten to grade 12. The CAO tracks assessment data and publicly shares academic performance network-wide in a weekly dashboard.

Major cycles of accountability towards academic data occur during Interim Assessments & STEP Rounds, our two most significant types of data cycles at Freedom Prep. All data cycle dates are set forth clearly at the beginning of the year in our Freedom Prep Assessment Calendar, an example of which is shown below.



Figure 17. 2018 - 2019 Assessment Calendar

In 2016-17 and 2017-18, Freedom Prep Charter Schools implemented a very clear, yet overly complex accountability framework, as iterated in the charter submitted by Freedom Prep in 2018. As we have entered the 2018-19 school year and with an eye towards our future schools, Freedom Prep has significantly simplified our to an Academic Scorecard and focused the time and energy that went

into the previous cumbersome framework instead into building a culture of ownership and accountability for academic results.

Below is the Freedom Prep academic scorecard for 2018-19, the results of which will be used to drive decisions regarding both personnel and programmatic changes year-over-year. Rows 1-3 apply to Elementary, Middle & High Schools. Row 4 applies only to Elementary Schools. Row 5 applies only to Freedom Prep High School. This simplification of this framework has narrowed the focus of what matters most, and this has been an accelerating force for academic results within the organization.

	Below Expectations	Meets Expectations	Exceeds Expectations
1. Are we making maximum academic progress annually with our students?	School-Wide TVAAS Level 1, 2, 3 or 4	School-Wide TVAAS Level 5	School-Wide TVAAS Growth Index ranks in top 10% in Tennessee
2. How are our students performing compared to their peers across the state in Math?	Students average 0-20% On Track + Mastered on TN Ready	Students average 21-30% On Track + Mastered on TN Ready	Students average 31% On Track + Mastered on TN Ready
3. How are our students performing compared to their peers across the state in ELA?	Students average 0-20% On Track + Mastered on TN Ready	Students average 21-30% On Track + Mastered on TN Ready	Students average 31% On Track + Mastered on TN Ready
4. Are we aggressively growing our students' reading levels in Grades K-2?	Meets neither the "Meets" nor "Exceeds" goals	90%+ Kindergarten students achieve STEP 3	75%+ Kindergarten students achieve STEP 4
5. Are our students academically prepared to get into college?	Meets neither the "Meets" nor "Exceeds" goals	12 <sup>th</sup> Graders Average 19.5 Composite ACT Score	25% of 12 <sup>th</sup> Graders score 23 or higher Composite ACT

Table 7. 2018 - 2019 Academic Scorecard

The risk of this simplified scorecard that Freedom Prep had to determine a strategy to mitigate was that the previous Freedom Prep Academic Accountability Framework contained many interim measures throughout the school year, including MAP, % of students on track at each STEP round & goals for each interim assessment. The purpose behind this was to bring additional urgency and accountability to academic data throughout the school year, not just at the end of the year. This reliance on a framework to create urgency made sense in theory but not in practice. Assessment rounds throughout the school year included accountable conversations around the framework, but it

more often than not felt like collaboratively completing a scorecard, creating either excitement or disappointment. Excitement and disappointment are not urgency and ownership and in and of themselves do nothing for students. From that realization, Freedom Prep replaced interim conversations around a framework with Instructional Leader Data Presentations. These presentations are “board style” presentations of academic data at major assessment cycles that present where we are towards our goals, why, and our plan of attack moving forward. Every instructional leader in the network makes presentations at every major data cycle, and that particular school’s Head of School as well as the Chief Academic Officer for Freedom Prep Charter Schools attend each presentation. This has led to significantly increased accountability and ownership, as well as much stronger progress to goal throughout the school year than the previously cumbersome, although impressive on-paper, framework. The document below shows the guidance instructional leaders are given for these presentations.



#### **Instructional Leader (IL) Data Presentation Guidelines**

##### **Purpose:**

- To respect and reinforce ILs ownership of student achievement in their teachers' classrooms
- To build capacity of ILs to analyze academic data & create aligned action plans
- To build capacity of ILs to present academic data & aligned action plans
- To facilitate the same-page-ness of school-based leaders (including ILs) and network leaders on student achievement headlines and the plan to improve urgently in prioritized areas

##### **Audience:**

- Head of School + Chief Academic Officer

##### **Format & Length:**

- PowerPoint Presentation
- 45 Minutes (includes time for questions and problem-solving)

##### **Presentation Must Address the Following Questions:**

###### **1. How did students do on these assessments?**

(Includes student achievement data for each course/assessment/classroom *as appropriate*: Performance Bands, Growth *when applicable*, Comparisons to 18-19 Goals, Historical Comparisons)

###### **2. What caused those student outcomes?**

(Account for teacher and leader contributions to bright spots and areas of concern. You may also refer to baseline academic data when applicable.)

###### **3. What's the action plan for off track areas?**

###### **4. How are you leading your team through this data cycle? or How did you lead your team through this data cycle?**

###### **5. What are you learning about how to lead your team through a data cycle?**

**Figure 18. Instructional Leader Presentation Guidelines**

## School Accountability

### Academic Corrective Action

Because students participate in frequent assessments cycles with data tracked in the dashboard, academic shortfalls can be predicted and identified early. If a school or schools are not on track to meet annual academic goals, a number of interventions may be put in place, which begins first with data analysis by the CMO level staff and school leadership team. Similar schools in the network that are meeting goals are evaluated to determine what disparities exist that may be engendering the different outcomes; this information is advantageous in informing supports to the struggling school. Academic corrective action strategies to be implemented might include but are not limited to:

- ⌚ Adjustment of allocated time and enrollment in intervention programming to address students who are not meeting goals: this may include after-school tutoring, Saturday school, and/or adjustments to the daily schedule to afford more time or access to intervention programming held during the school day.
- ⌚ Integration of CMO staff into the school site coaching schedule, affording a smaller number of direct reports to the school's leadership team and more opportunities for teachers to receive feedback and coaching.
- ⌚ Increased and targeted professional development for instructional staff.
- ⌚ Adjustment to schedule to provide more time in a target content area.
- ⌚ Adjustment to unit plan to integrate target standards across content area lesson planning.
- ⌚ Application of appropriate strategies to earlier grades or planning to proactively address challenges that may arise in the future.

For schools whose challenges are rooted in culture, additional strategies may include:

- ⌚ Gradual release model of school leadership training on culture building with another school leader or CMO staff member.
- ⌚ Increased support staff allocations.
- ⌚ Intensive professional development and culture-focused feedback loop for all staff.

Should a school or schools not meet annual academic goals for the school year, the CMO academic team and CEO co-plan intensive summer training for staff and students, as well as a coaching plan for the Head of School for the following year that will be more intensive and closely monitored. Should a school or schools fail to meet academic goals for more than one year, the Head(s) of School(s) will be put on probation with intensive support and development goals, supplemented by the insertion of key CMO staff (or high-performing staff from other schools) into key roles to help offset the school's challenges.

### Ensuring Satisfactory Performance

Currently in operation are two K-5 schools, one 6-8 school and a 6-12 school serving students in the Westwood/Whitehaven area of Southwest Memphis. To maintain high quality programming and high student performance at each Freedom Prep campus, the network support team consisting of the Chief Executive Officer (CEO), Chief Academic Officer (CAO), Chief Schools Officer (CSO), Chief Finance Officer (CFO), and Chief People Officer (CPO) spend up to 75% of work hours embedded in FPS schools planning with, observing, and coaching school leadership teams. Included in these supports is the school review process, which begins in the November and concludes in

April during the spring semester. The support team, led by the CAO and CSO, conducted a full academic and cultural diagnostic of FPA institutions documenting the numerous bright spots observed in each building juxtaposed a brief list of “quick fixes” defined as things that can be quickly improved with minimal time and resources. The most critical portion of the School Review document is entitled “Key Findings” where top, mission critical concerns are recorded and followed by multiple pieces of evidence. The document concludes with a “Recommendation” and research-based strategies for immediate implementation.

In one such school review, the following areas were deemed unsatisfactory and currently underperforming FPS's extraordinarily high bar for college readiness:

*Key Finding #1 (Math & ELA only)*

*Students are grappling with relevant content but not at the standard level. Students are not practicing the thinking they will have to display on standards-aligned assessments.*

*Evidence:*

- All Math and ELA observations included finding the standard the lesson was aligned to and comparing the rigor of student thinking in the lesson to the cognitive demand of the standard. Aside from Ms. [REDACTED]'s lesson on Tuesday, the level of student thinking demanded by the teacher did not meet the demands of the standard.*
- In Ms. [REDACTED]'s class, the culminating question students asked was “Who does a better job explaining the juxtaposition?” but the TDQ asked about how point of view is revealed through the juxtaposition. In small group conversation, Mr. [REDACTED] asked “How does using juxtaposition to reveal point of view lead you to better understand the text?” and students began talking about mood and tone. No standard connections were made in the whole group conversation, and afterwards Ms. [REDACTED] was unable to explain which standard the lesson aligned to.*
- In Ms. [REDACTED]'s class, the exit ticket response required a conceptual understanding, and 23% got the exit ticket correct. Seeing this, Ms. [REDACTED] did a model of the exit ticket problem at the board, followed by a simple nod CFU. When Mr. [REDACTED] jumped in and asked “What thinking mistake did someone make if they said  $3 \frac{1}{2}$ ?,” students were quickly able to identify the error they made in their procedure on the exit ticket but could not explain the misconception in their thinking, as evidenced by their struggle to explain the reason why  $3 \frac{1}{2}$  was a conceptually incorrect answer.*
- In Mr. [REDACTED]'s class, the Think About It was most aligned to the standard level of understanding combining like terms, but he did not go over it. The remaining parts of the lesson were procedural in nature.*
- In Ms. [REDACTED]'s class, students are doing a wonderful job articulating comparisons between the informational text on Scottsboro Boys and TKAM, but there is no clear articulation of an understanding at the standard level. Ms. [REDACTED] has in fact ignited*

*students' intellectual selves, and now the challenge is transferring that amount and quality of thinking to standards as well.*

- In Ms. [REDACTED] and Ms. [REDACTED]'s classes, the language of their objectives ("derive" and "discover") implied they were going to teach the 2<sup>nd</sup> part of standard 7.G.4 (CCSS.MATH.CONTENT.7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.) but their lessons Tuesday and Thursday focused almost exclusively on finding circumference given radius and diameter.*
- In all math classes, intellectual prep does not involve the exit ticket. Exit ticket is the only page of the packet with no annotations.*

*Proposed Goal #1:*

*Deans of Academics drive student learning to the standard-level through intellectual prep, real-time coaching and data cycles.*

*Key Finding #2: (Whole school)*

*There are frequent missed opportunities to place the cognitive load on students in most classrooms.*

*Evidence:*

- Already achieving very strong Think Ratio: [REDACTED], [REDACTED], [REDACTED]*
- Ping Pong Questions: [REDACTED], [REDACTED], [REDACTED], [REDACTED], and [REDACTED]*
- Teacher explains, no questions: [REDACTED]*
- In many classes, Independent Practice exists in the packet but does not appear to be happening during the lesson. While it appears to be a timing issue, teachers may lack an understanding of just how much a well-executed Independent Practice drives student mastery, and therefore are not moving urgently to preserve time for Independent Practice.*
- A Culture of Correctness drives learning time. While most classrooms have a culture in place where a student would not be laughed at for an incorrect answer, there is not a Culture of Error in place to support teachers hearing a range of thoughts or students confidently sharing thoughts they are not certain are correct.*
- When teachers are questioning, whether Ping Pong or Volleyball style, their response to individual student responses demonstrates that they are looking for correct answers rather than valid thinking. Maintaining a "correct neutral" environment is key to focusing on students' sharing conflicting answers, a range of thought processes and multiple strategies. Teachers should display a poker face to not betray whether a response is correct or incorrect - they engage by saying nothing or saying "Interesting," "Tell me more," "Why?," "Explain," "and "Hmmm."*

## *Proposed Goal #2*

*Clarify, communicate and enforce the Middle School vision for placing the cognitive load on students in daily instruction by:*

- *Real-time coaching teachers for Think Ratio taxonomies. (Show Call, Turn & Talk, Take 3 Then Me, Everybody Writes, etc.)*
- *Regularly using in-house exemplar video to celebrate team members and provide a model for the team.*

In accordance with the affixed timeline, the middle school leadership team created an action plan based on the key findings, evidence, data, and recommendations provided by the network support team. The following steps were taken and have been observed by the support team beginning with a School Review follow-up mid January. The final review is to be completed by the CEO, CAO, and CSO in April:

### **High Impact Smart Goal 1**

*SMART Goal – Specific, Measurable, Ambitious, Realistic, Time-Bound*

By Feb 10th, 100% of math lesson plans have an exemplar student response to the exit ticket that shows student thinking, along with 2-3 how/why questions that get at the key point of the lesson.

<b>WHAT</b>	<b>WHO</b>	<b>WHEN</b>
<i>A specific action that needs to be taken to achieve the SMART Goal</i>	<i>A person or persons responsible for the action</i>	<i>The date by which a specific action needs to be taken to reach to SMART Goal</i>
Name goals, why w/ gaps, and rally DOAs around goals	[REDACTED]	Friday 12/2
Get buy-in and commitment from DOAs w/ support plan Practice skill to meet goal and convo w/ Howard	[REDACTED]	Friday 12/2
J-L Coaches Howard to do the goal from ET w/ video captured	[REDACTED]	Wednesday 12/7
Jean-Louis makes PD plan including expectations for what Howard plans/presents	[REDACTED]	Friday 12/9
Howard plans and gets feedback on her plan	[REDACTED]	Tuesday 12/13
Jean-Louis gives fdb on Howard's part of PD and they solidify plan	[REDACTED]	Thursday 12/15
Jean-Louis uses Howard video and	[REDACTED] / [REDACTED]	1/3

voice as what is needs to look like -->names gap, goals, next steps		
Names glows, gaps, and goals connect to “Ignite student intellectual selves” w/ examples and non-examples	[REDACTED]	1/3
ETs for unit solid and ready for teachers to work through	[REDACTED]	1/3
ETs are worked through in weekly meetings around the focus for teacher		

Table 8. Smart Goal Setting Framework

<i>High Impact SMART Goal – Specific, Measurable, Ambitious, Realistic, Time-Bound</i>		
<b>WHAT</b>	<b>WHO</b>	<b>WHEN</b>
<i>A specific action that needs to be taken to achieve the SMART Goal</i>	<i>A person or persons responsible for the action</i>	<i>The date by which a specific action needs to be taken to reach to SMART Goal</i>
Norming session on rating for Think Ratio row	[REDACTED]	Monday 12/4
Mid-Year Eval are shared with teachers	DOAs	12/15
Re-Sell on Think Ratio row and name re-eval in 2 weeks	[REDACTED]	1/3
At-Bat Stations on Think Ratio strategies		

Table 8. Continued

## FREEDOM PREPARATORY CHARTER SCHOOL REVIEW PROCESS

STEP 1: Head of School and Chief Schools Officer name 2 focus areas

- ⌚ May take place during weekly check in or scheduled meeting
- ⌚ Should be visibly correlated to IA1 data
- ⌚ Should align to overall FP 2016-17 goals

STEP 2: Chief Academic and Chief Schools Officer create school review agenda

- ⌚ While aspects of agenda will be unified to gain a holistic view of the schools, leader-identified focus areas may require special attention to key classes/locations.

STEP 3: School Review Team (CSO/CAO/CPO/ CEO) will conduct the school review

- ⌚ School observation is will be from 7:30-11

- ⌚ Review Team will break for lunch from 11-11:30.
- ⌚ School Review Team reconvenes to debrief and compile data from 11:30-1pm.
- ⌚ Review Team will share findings with Head of School and their Leadership Team from 1:30-2:30
- ⌚ Middle School review will be conducted by the BES team

STEP 4: Head of School and Chief Schools Officer sets goals

- ⌚ Goals will address areas of improvement based on school review findings.
- ⌚ Goals must be in alignment with FP annual goals
- ⌚ Improvement areas recorded under the category “quick fixes” do not require goals

STEP 5: Improvement Goals are approved by Chief Schools Officer, Chief Academic Officer, and CEO.

- ⌚ Head of School will receive an email that the goals have either been approved or need modifications.

STEP 6: School Leadership Team creates Action Plan

- ⌚ Head of School assemble school leadership teams to create an action plan to achieve the improvement goals.
- ⌚ Action Plans are to be recorded on power point template provided by the Chief of Schools.

STEP 7: Action Plans are approved by Chief Schools Officer, Chief Academic Officer, and Head of School.

- ⌚ The approval will be sent back within 24 hours of submission for leadership teams to begin implementation.

STEP 8: Presentation of Action Plan

- ⌚ Heads of School and Leadership team members will prepare a 5-minute presentation of the school's action plan

STEP 9: Heads of School, Chief Academic Officer, and Chief Schools Officer follow up on action plan.

- ⌚ CAO will join the Chief Schools Officer/Head of School check-in

	HIGH SCHOOL	MIDDLE SCHOOL	WESTWOOD	FIELDS RD
STEP 1	Wednesday 11/16	Wednesday 11/16	Wednesday 11/16	Wednesday 11/16
STEP 2	Wednesday 11/16	Wednesday 11/16	Wednesday 11/16	Wednesday 11/16
STEP 3	Thursday 11/17	Tuesday 11/29	Wednesday 11/30	Monday 12/5
STEP 4	Monday 11/21	Thursday 12/1	Thursday 12/1	Wednesday 12/7
STEP 5	Tuesday 11/22	Friday 12/2	Friday 12/2	Wednesday 12/7
STEP 6	Friday 12/12 (12pm)	Friday 12/12 (12pm)	Friday 12/12 (12pm)	Wed 12/12 (12pm)
STEP 7	Friday 12/2 (4pm)	Friday 12/8 (4pm)	Friday 12/8 (4pm)	Wed 12/14 (4pm)
STEP 8	Friday 12/16 ?	Friday 12/16 ?	Friday 12/16 ?	Friday 12/16
STEP 9	Tuesday 1/24	Tuesday 1/24	Thursday 1/26	Wednesday 1/25

Table 9. Sample Leader Check-in Schedule

## Network Accountability

### Performance Management of FPA Portfolio

To ensure the network and each school campus are on track for operational, academic, and fiscal health:

The **CEO** carefully monitors growth toward the goals outlined above and administers corrective action as necessary. Consistent bi weekly meetings with Chief level officers, coaching with leadership staff at all levels of the organization (that includes ongoing review of performance against metrics), and the support of the dashboard roll-up features enable the CEO to note challenges as they emerge, equip the network leadership team with the necessary tools to keep the network on track.

**Chief Level Officers** including the Chief Schools Officer, Chief People Officer, Chief Academic Officer, and Chief Financial Officer allocate 75% of their time and attention to directly supporting the school level leadership teams to ensure that each campus is operationally smooth, fiscally responsible, collegial, and academically strong. Chief officers provide direct coaching support through leadership PD, regular observation and feedback cycles, real time coaching, and reflective debriefs. School leadership team members enjoy the full support of the network team and receive unrestricted guidance upon request. Chief Officers establish metrics of success for school level leadership members and review the most current data with their direct reports to closely monitor school progress. When anecdotal or quantitative data reveals growth areas, chief officers create strategic plans for improvement with explicit dates for review.

The CEO and Chief Officers conclude each week updating the network leadership team on weekly network/school level performance in their respective work streams. The mission is revisited, small successes are celebrated, and relevant updates are shared. However, the majority of leadership team meeting time and energy is committed to placing a laser focus on network/school growth areas to guarantee each school, program, staff member, and FPA teammate is operating at maximum capacity and output for students and families.

The Freedom Prep network Leadership Team closely monitors performance of the portfolio as a whole. Network efforts to progress monitor the success, growth areas, and overall health of the organization requires hypersensitive attention and routine evaluation in the following areas:

- Program quality
- Enrollment
- Recruitment/retention of high-quality staff
- Board/leadership bench depth
- Cash flow
- Cost containment
- Facilities availability

It is compulsory for the network to remain solvent in the above areas for Freedom Prep schools to operate at full capacity and at their highest quality. Furthermore, the network office provides continuous support to the teachers, school leadership teams, the students and their families. To prevent the network, or any school therein, from failing to meet organizational goals, the network

office completed a contingency plan to mitigate and proactively address risks. The network's ability to successfully implement the mitigation strategy will remain the key determinant of Freedom Prep's capacity to expand.

**Table 10**

Network Primark Growth Risk and Mitigation Strategies	
1. Program Quality/Growing New School Levels	<ul style="list-style-type: none"><li>Revision to leadership structure at each school site to re-establish academics at the forefront</li><li>CMO roles to support academic programming and increase accountability around goals—robust academic leadership across all levels of the organization</li><li>CMO roles and greater board involvement in partnerships and supplementary programming (after-school, support services, etc.)</li><li>Organization of academic vision and accountability structure, curricular resources, etc.</li><li>Partnership with BES for PD and staff recruitment services</li><li>Organization of elementary model that aligns to restart best practices—robust support staff, focus on flexible grouping (co-teachers), enrollment allowances to accommodate student mobility, consistency in scope and sequence across schools, etc.</li><li>Phase-in approach to elementaries that allows for more intensive intervention and inculcation</li><li>K-12 feeder pattern with referred enrollment for siblings, matriculating students</li><li>Systems and practices, codification of what works as the brand (tight focus on culture, curricular practices, common data calendar, etc.)</li><li>Benchmark goals and dashboard to measure progress toward those goals across the network</li><li>Best practices of restart schools established as the base model for all FPS elementaries</li><li>Common network-wide K-12 scope and sequence and common quarterly benchmark assessments</li><li>Robust focus on data codified through data analysis and assessment calendar, data management personnel, and tools (like the dashboard) used as part of weekly coaching sessions at all levels of the organization</li><li>Adoption of a common curriculum for intervention content</li><li>Organization of lesson and unit plans to be accessed by all teachers throughout the network in a cloud-based tool</li><li>Incubation of elementary schools for at least one year through head of school candidates participation on leadership team of existing school—will bolster network consistency and the adoption of effective practices at the middle school into elementary schools</li><li>No new students accepted after 9<sup>th</sup> grade to ensure students have at least three years in FPS to be prepared to meet the mission.</li></ul>

### 3. Recruitment and Retention of High-Quality Staff

#### 2. Enrollment

- Market driven recruitment patterns and strategies—outreach to grandparents with guardianship, Spanish translated materials and bilingual staff representation, identification of key communities according to need and access, partnerships with community entities leading revitalization efforts to reach a larger market largely untapped by other schools of choice
- Transportation and supplemental programming aligned to needs of industry partners and tailored to the needs of each school (rather than a one size fits all approach) as overseen by a designated school site role: the community outreach manager
- Partnerships and community relationships established as concrete goals for staff at all levels of the organization (community outreach managers, heads of schools, CAOs, etc.)
- Staff designated to own enrollment goals (including wait lists goals) at the school site and CMO levels—enrollment is an element of evaluation and ongoing data analysis for several key leadership positions
- Formalized feeder pattern with BES school (Veritas located within regional target area) and others to capture a material percentage of incoming students from elementary and middle school programs without high schools (applies to flagship campus only)
- Enrollment preferences established for siblings across the network to provide solutions for multiple children in the same family
- In elementary models, ASD transformation supplemented by SCS new-start site to address pre-set feeder patterns, low-income family mobility, and students ineligible for ASD (a challenge oft reported by current operators)
- Best practices from restart models implemented in core model to ensure high student retention across schools—low ratio of students to support staff, community outreach personnel, parent engagement initiatives, etc.
- Allow for back-filling through 9<sup>th</sup> grade (note that ASD phase-in schools are disallowed an enrollment cap and may have to increase staffing should the number of students who enroll exceed the plan listed herein).
- Reduction of staff to align with enrollment should all other enrollment strategies fail by mid-year
- TFA partnership (Memphis TFA ED is member of the board)
- BES head-hunting services (which have already yielded several high-quality CMO candidates)
- Leadership pipeline formalized at each school site and through CMO with codified leadership through specific roles (such as assistant heads of schools as training role for heads of school positions)
- Strong staff culture codified through organizational practices (staff morning meetings, staff culture orientation, etc.)
- Reorganization of current responsibilities to address sustainability (includes provision of resources, protection of planning time, new leadership reorganization for fewer direct reports, etc.)
- CMO-level staff designated to manage HR, recruitment, etc.
- PLC approach to professional development that may partner teachers from different schools
- Co-teaching model to provide training and support for newer teachers
- Competitive compensation
- Individualized professional development plans for all staff

7. Facilities Availability/Sustainability	<ul style="list-style-type: none"> <li>Partner with Tennessee Charter Center Director of Community Outreach regarding formalized outreach program and access to board bank</li> <li>Employ board gap analysis to assess governance and functional expertise required for a growing network of schools</li> <li>Expand existing board from 7 to a maximum of 15 board members and transition to a more robust and active committee structure to lead network governance</li> <li>Formalized leadership pipeline on the board that positions officer candidates to prepare for that role in advance</li> <li>School site/CMO evaluation and coaching structure that thoughtfully moves leadership candidates through roles to train</li> <li>Leadership PD for candidates at various levels of leadership capacity through BES and CMO</li> <li>BES headhunting support for CMO and head of schools vacancies</li> <li>Crafting of succession plan for key leadership positions in both CMO and school models that include identifying potential successors and growing their capacity with intentionality through their job descriptions and individualized professional development plans</li> <li>Assign staff to own budgets (CMO leadership)</li> <li>Move finances in-house, add development and finance staff at CMO level</li> <li>Balance of SCS and ASD schools to balance public funding risks</li> <li>Fundraising, grants focus integrated into role of ED</li> <li>Dedicated development staff at CMO level and additional responsibility for development by board</li> <li>Minimal fundraising annual goals at each school site</li> <li>Annual school model that is sustainable with conservative annual fundraising goals</li> <li>Protocols in place for ongoing refinement of the school economic model through leveraging scale, reviewing student to teacher ratios, experimenting with the teacher mix of experience, centralizing services with realized cost saving and strict budgetary control</li> <li>Designated CMO staff and systems to lead ongoing review and assessment to address this need.</li> <li>Established student to teacher minimums and maximums</li> <li>Systems for information sharing and internally created materials to reduce dependency on vendors for instructional/curricular materials (online intervention curriculum, cloud-based network curricular resources, internally developed assessments and data tracking, etc.)</li> <li>Open 6-12 schools as SCS new starts to ensure the majority of the population is matriculating from a FPS feeder to address and anticipate special populations needs and administer more costly interventions earlier in the model (where the ASD per-pupil is likely to be higher)</li> <li>Focus on communities with shrinking populations (and growing number of surplussed facilities)</li> <li>Relationship-building with SCS and ASD schools to obtain facilities for free or low-cost leases (that include capital repairs and maintenance)</li> <li>Willingness to split single schools (6-12 in different sites) and/or co-locate with other tiers (K-5 with 6-8)</li> <li>Developing partnership with PCSD (Pacific Charter School Development) to assess facilities in area and develop resources should they be needed</li> <li>Early identification of multiple facilities options that support the growth model</li> <li>Phase-in approach to 2-3 elementary schools to obtain those facilities (leaving only 2 additional facilities to be obtained for the growth model)</li> <li>Addition of facilities/real estate capacity to board</li> </ul>
6. Cost Containment	
5. Cash Flow/ Resources	
4. Board/Leadership Bench Depth	



## **2.11 NETWORK VISION, GROWTH PLAN, & CAPACITY**

Freedom Prep began serving southwest Memphis in 2009 serving 100 students (2% of southwest Memphis students) with aspirations of eventually serving 3,000 students (22% of southwest Memphis students) at full growth. Freedom Preparatory Academy's vision is to change the academic trajectory for southwest Memphis by offering an education alternative. When Freedom Prep opened our first school, we were the only charter school to serve the Southwest Memphis community, a community with a college graduation rate of 10%. The goal of Freedom Preparatory Academy has been to increase the percentage of college graduates in Westwood and Whitehaven to 30%. Our commitment over our first decade of operation has been solely to the families of Westwood and Whitehaven. However, in light of the 2019 Regional Seats Analysis published by Shelby County Schools on February 8, 2019, Freedom Prep Charter Schools has chosen to expand our vision for Freedom Prep's impact and propose the opening of Freedom Preparatory Academy – Binghampton Campus.

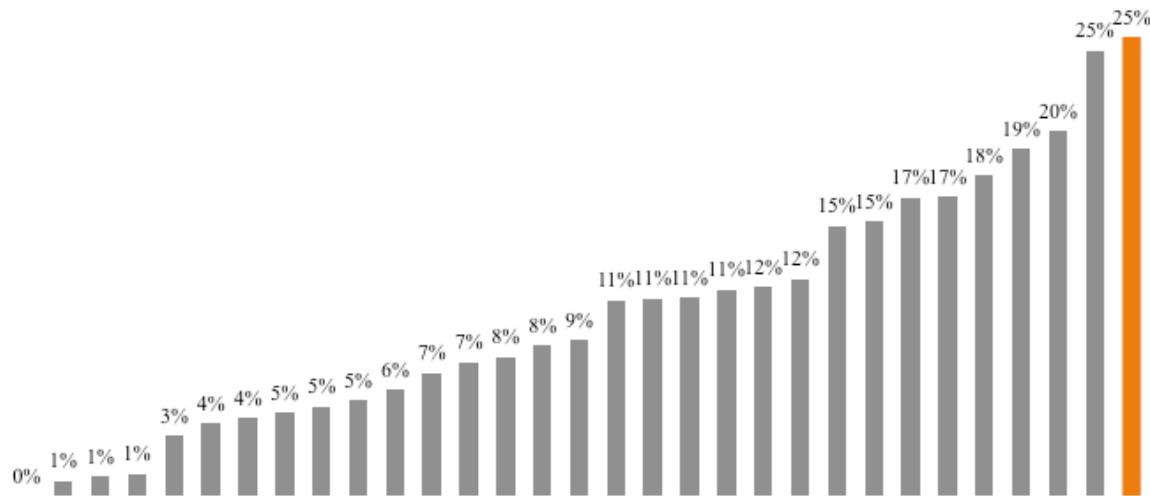
Since opening our 1<sup>st</sup> Middle School in 2009, Freedom Prep has opened 4 additional schools in the Westwood and Whitehaven Community, in total currently serving approximately 1,700 students. In 2018-19, Freedom Prep opened our 2<sup>nd</sup> Middle School, serving the Whitehaven Community in zip code 38116. At full growth this school will service approximately 360 students. Freedom Prep plans to open 2 additional K-8 schools in the next 5 years, including Freedom Preparatory Academy – Binghampton Campus as a K-8 school and the K-8 school approved in 2018. As indicated above, Binghampton was selected based on the need for additional seats in Binghampton, and Freedom Prep will provide high quality seats as evidenced by our strong track record of academic results.

Freedom Prep Charter Schools has been contacted many times over the years by charter authorizers outside of the State of Tennessee asking Freedom Prep to open schools in their community. While Freedom Prep is honored by this and grateful to Shelby County Schools for the opportunity to build a track record that attracts such interest, Freedom Prep's commitment is to the students and families of Memphis and is aware that the organizational strain of growing out of state would pose a unique threat to the success of our current schools that growing in Memphis simply does not pose. Students across America need strong, college-prep schools, and too often families in the Whitehavens, Westwoods and Binghamptons across this country do not have access to high-quality public education. Freedom Prep is committed to growing, and it is our sincere hope to continue our growth only in Memphis and in partnership with Shelby County Schools.

Now in our 10<sup>th</sup> year of active service of Memphis' families, FPA has grown from one school serving 100 students in 2009 to 5 schools in 4 facilities across 2 operators serving more than 1700 students. Our track record of results over the past decade clearly illustrates our organizational capacity to open and operate high quality schools in Tennessee. Over the past 10 years, Freedom Prep has:

- Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18

## 2017-18 Overall High School Exam Proficiency Rate All Non-Selective High Schools in Shelby County Schools



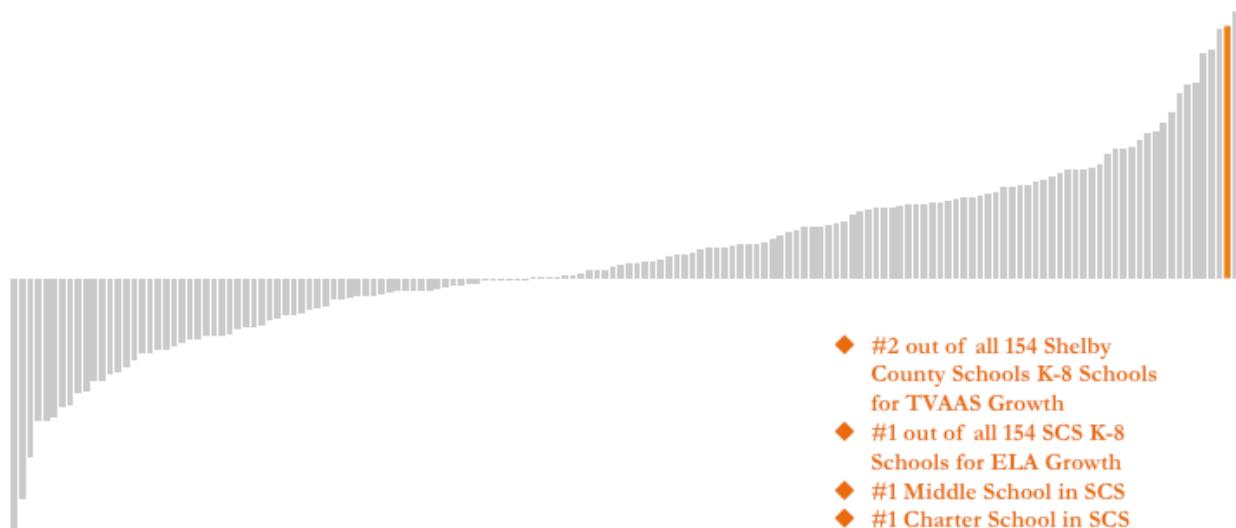
\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken

Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

Figure 19

- 🕒 Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- 🕒 Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

Figure 20

- ⌚ Exceeded local ACT performance consistently. The chart below shows 2018 ACT achievement & growth. (Freedom Prep is represented by the blue star. The red icon represents the high school nearest our proposed location in Binghampton.)

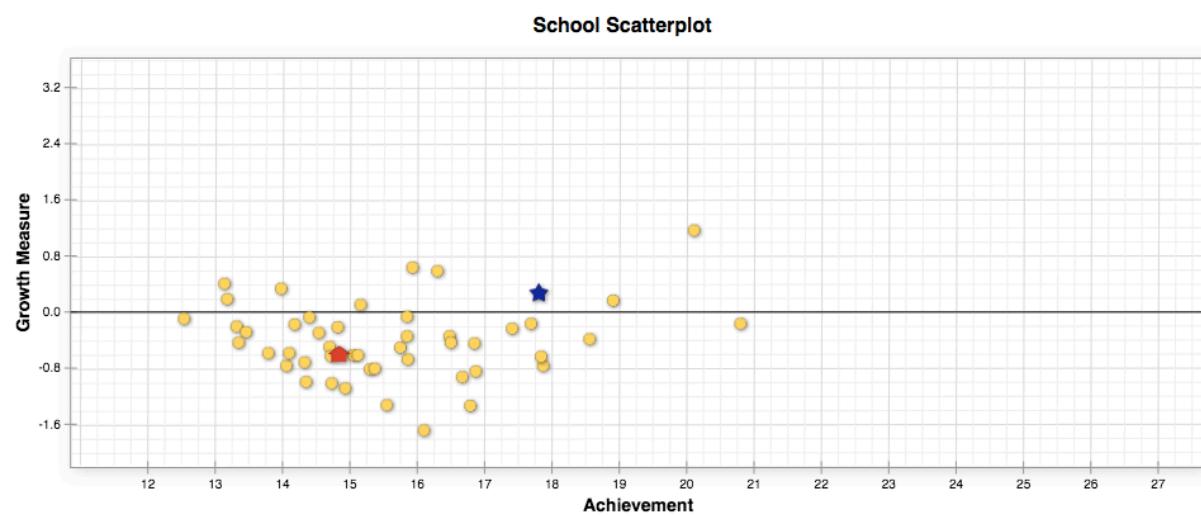


Figure 21

- ⌚ Seen 100% of its first three graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population

- Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and our 2018-19 internal data
- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	Network Average
Freedom Prep	5	5	5	3				4.5
Operator #2	5	3						4.0
Operator #3	5	3	2					3.3
Operator #4	5	3	2					3.3
Operator #5	5	4	3	3	3	1		3.2
Operator #6	5	5	3	3	2	1	1	2.9
Operator #7	5	1	1					2.3
Operator #8	5	1	1	1				2.0

Figure 22

- Established a K-8 school model that achieves strong results relative to the local market by the end of 8<sup>th</sup> grade. The scatterplots below show Freedom Prep's achievement and growth relative to all local charters in both the Achievement School District and Shelby County Schools. The blue star represents Freedom Prep. The red icon represents the only charter operator in Binghampton.

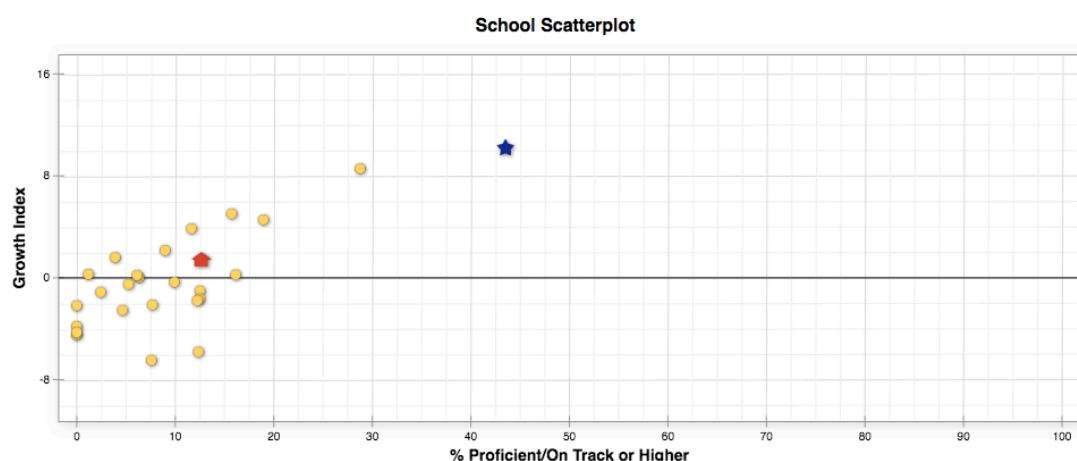


Figure 23. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Math TN Ready Assessment (2018)

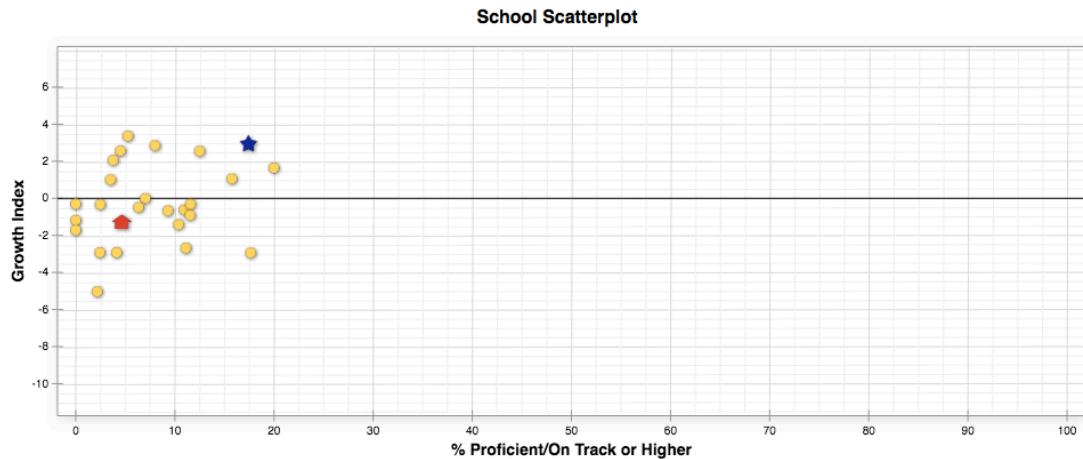
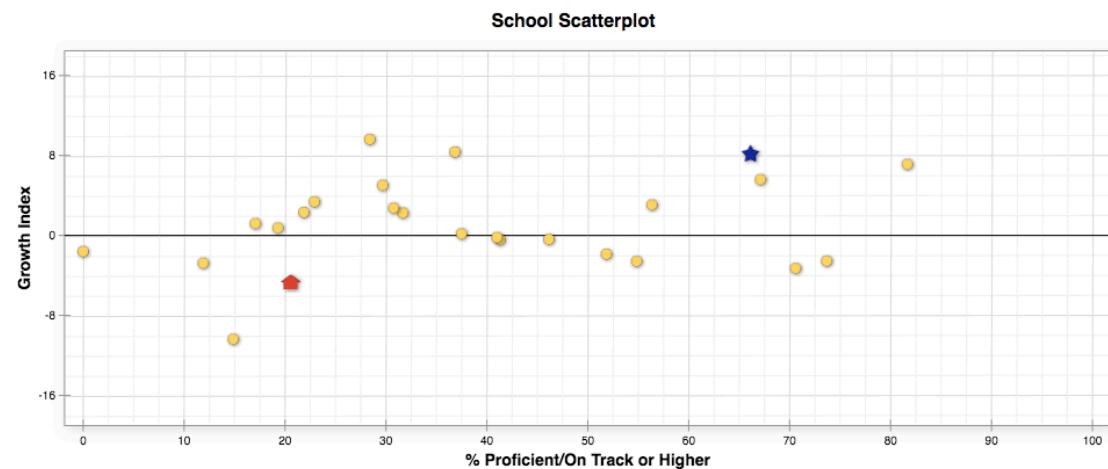


Figure 24. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade ELA TN Ready Assessment (2018)



Shelby County Schools authorized charter that is able to go into use in the Fall of 2019 or be deferred until the Fall of 2020.

Freedom Prep has previously replicated our elementary school (ASD Charter, versus an SCS Charter) and has replicated our middle school in 2018-19. We are successfully into the 3<sup>rd</sup> year of the replication of the elementary school. We have had academic, enrollment and leadership success since the opening of this school in 2016-17. Our primary challenge was the timing of the securing and renovation of the permanent location of the elementary school (the school incubated for 1 year). Our key learning in this process was the timeline necessary to identify and secure your desired space. We have now given ourselves an 18-month timeline to identify and potentially renovate the space needed for the schools represented by this charter. Freedom Prep has revisited our project timeline and made adjustments to ensure we consistently begin this part of the process when the timeline requires.

Our biggest challenges are (1) talent (2) facilities and (3) enrollment. To address our talent concerns we will focus on 3 primary strategies: expanding recruitment efforts, growing and operating a Freedom Prep teacher residency program, and providing intensive and ongoing high quality professional development for new and returning teachers. To address our facilities concerns, we begin by identifying our target community early and engaging the assistance of a broker that can assist with the search and securing of facilities for our schools. We also have prioritized our facility types and are open to alternatives to ensure we have secured a location in accordance with our documented timeline (renovation of an existing facility, co-locating, modular / trailer, etc.)

Freedom Prep continues to refine our recruitment process to ensure we have children to service. When we select the communities that we desire to serve we identify there are students in the area in our target demographic we also assess the academic performance of the surrounding schools. Our marketing and recruiting team then incorporates very targeted efforts to recruit and engage families that could be interested in the educational model that Freedom Prep provides. Thus far, our efforts have been successful in successfully recruiting students to attend our schools.

We have not identified the exact facility for the proposed Freedom Preparatory Academy – Binghampton Campus, however Freedom Prep now has a track record of successfully finding a facility to start a school year 25 out of 25 times – 100% of the time. (This counts each new school year at each Freedom Prep school over the course of our 10 years as an organization.)

**Table 11**

Facility Timeline			
Identify Target Area for new school location	Chief Team	March 2019	
Engage Broker	CEO/CFO&O	May 2019	
Communicate Target Area with Broker	CFO&O/CSO	May 2019	
Identify & Select Property for new facility	CEO/CFO&O	Sep 2019	
Secure Funding for purchase & renovation of new facility	CFO&O	Oct 2019	Assuming a similar funding model as 3750 Millbranch location: hybrid funding of CDFI (LIIF or NFF/BCC) and traditional financial institution funding (Pinnacle Financial Partners, Iberia Bank, etc)

Purchase of location finalized	CEO/CFO&O/Board	Dec 2019	
Contractor & Project Manager Selected	CFO&O / DNO	Dec 2019	
Renovations Complete	Contractor	May 2020	
School Furnishings Purchased	DNO / DOO	May 2020	
Inspections Complete / Certificate of Occupancy Obtained	Contractor / DNO	June 2020	
Occupancy of Building	HOS / Leadership Team	July 2020	



## **2.12 NETWORK MANAGEMENT**

### **Freedom Prep Network CMO**

#### **Vision of Centralized Support**

The FPA decision to grow as a network focused on a particular group of communities rather than stand-alone sites across the region is the vision of collaboration and shared resources. As a network of schools collaborating and sharing resources toward the same goal in a small cluster of communities, each student is supported by hundreds of dedicated experts working on his/her behalf, rather than just those staff at a single school site. Charter schools across the country have demonstrated the greater impact that can be had on students and communities by leveraging a network on behalf of students. To this end, FPA's continued vision of centralized support includes both a model of shared resources and collaboration that formalize access to effective horizontal and vertical teaming (and shared support services), as well as a formal CMO structure that provides services and supports for each school tailored to the unique needs of the region.

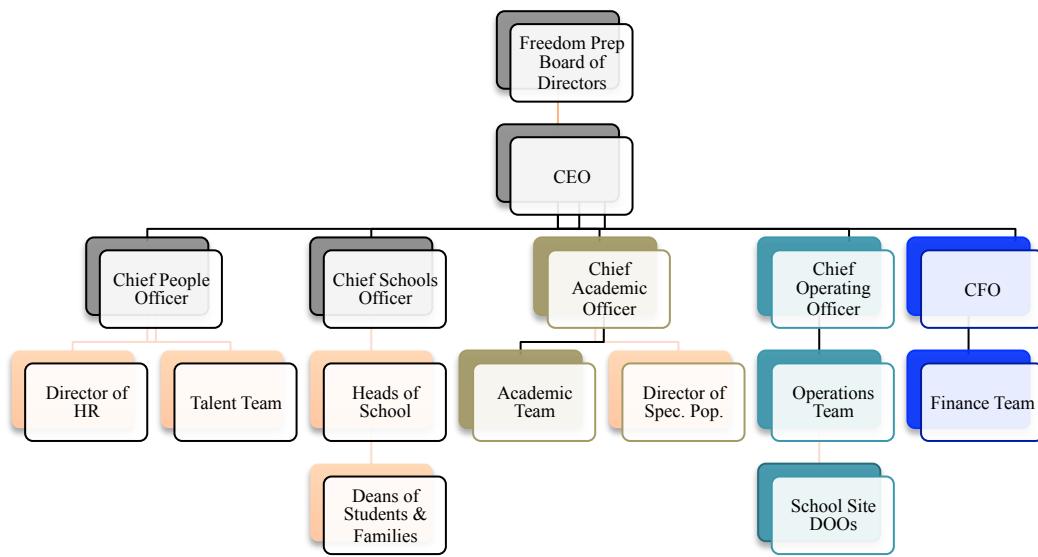
#### **Shared Resources and Collaboration**

Every FPA staff member (including non-instructional staff) has access to collaboration with colleagues in the region and throughout the country through the network's formal and informal relationships with other high-performing schools (like North Star and the Uncommon Schools network) and school support entities (like Building Excellent Schools), professional development tailored to each position, and vast resources in order to offer some of the most innovative, effective instruction in the region. Because the network affords this access and support to each school in the same way, all schools have a consistent approach to meeting students' needs that can be supported vertically and horizontally. More, the consistency ensures students can matriculate through the schools in the network without suffering the setbacks that transitions between schools can often incite.

Formal means of facilitating collaboration amongst staff include regional professional development for specific staff cohorts and PD needs as determined by the CAO (with input from Heads of Schools); standardized scopes and sequences and benchmark assessments across the network; cloud-based sharing of lesson plans, best practices, and data; cohort approaches to support for specific positions across schools (like directors of business/operations, special education/interventionist teachers, and grade level/content chairs). Examples of network-wide PD might be a new teacher orientation for all new FPS teachers in the summer, a special PD from Marilyn Friend on co-teaching for all elementary co-teachers, or a special offering for any teacher in the network working on an individualized goal that aligns.

#### **Staffing**

The CMO supports all FPS schools in Memphis under the governance of the FPA Board of Directors. The CMO provides each FPS school strong support and expertise. The CMO team leverages expertise and support that could not be afforded at a single site and provides an economy of scale for services that enables each school to access competitive price points for vendor services.



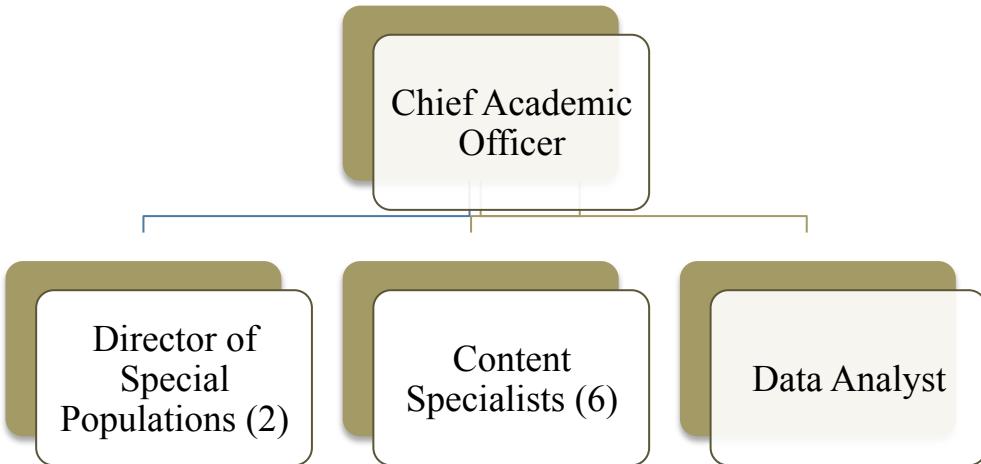
**Figure 26. FPA Executive Leadership Model**

The CMO is led by the Chief Executive Officer, who reports directly to the Board of Directors. The CEO is ultimately responsible for the success of the network and oversees the CMO leadership team to ensure each school successfully meets and exceeds school site goals and the organizational mission. She sets the vision for the network, leads networking and engagement initiatives, and provides the board with timely updates on the performance and initiatives of the network. The CEO liaises with authorizers, legislators, and other gatekeepers to advocate for policies and structures that benefit the network and communities served by the network.

## Academics

The academic arm of the CMO provides supports that range from Academic team coaching and evaluation to data disaggregation; development of scopes and sequences to data-driven professional development. Led by the CAO, the staff includes educational professionals with expertise in specific content areas, developmental areas, and aspects of planning and instruction. Every member of the academic team takes a hands-on approach, providing unique services to each school as needed, on-site. These experts spend most of their time in classrooms and coaching instructional leaders (rather than off-site or at a desk) and are also held accountable for student performance and the overall success of the network of schools. Staffing may vary according to the needs of the schools and students, as dictated by data and each school leader's strategic plan for his/her school site.

The CMO academic department is comprised of the following roles:



**Figure 27. FPA Academic Support Team**

### **Chief Academic Officer (CAO)**

The CAO oversees the academic programming for the entire network, setting the instructional and curricular vision and providing guidance for academic staff on developing the supports necessary to engender that vision. He reports to the CEO and is responsible for the academic performance of the network. In addition to overseeing the CMO academic staff, he participates in the ongoing coaching and management of Heads of School as pertains to academics.

### **Director of Special Populations**

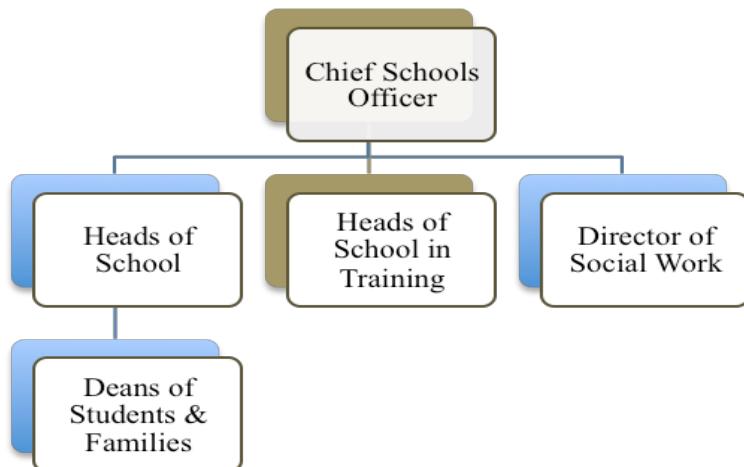
The Director of Special Populations oversees identification and services for all special populations, including those students who may qualify for gifted, special education, or English Learner services. As part of this role, the Director of Special Populations provides guidance on materials and strategies for student services, as well as support with identification of eligible students and recruitment/development of staff to provide services. The Director of Special Populations serves as the primary contact for authorizer requirements and ensures compliance, as well as ongoing monitoring of student performance and growth by subgroup to inform supports. Beginning in 2020-21, Freedom Prep Charter Schools will add a second Director of Special Populations role in order to specialize one role on Elementary School and one role on Secondary Schools.

### **Content Specialists**

Network Content Specialists oversee the academic design and implementation of that academic design for all Freedom Prep Charter Schools. The four content specialists are (1) Elementary Math Specialist (2) Elementary Literacy Specialist (3) Secondary Math Specialist and (4) Secondary ELA Specialist. Content Specialists are organizationally above school-based instructional leaders, checking-in weekly with all instructional leaders in their content area to set direction, progress monitor data and problem solve based on trouble areas. Content Specialists set the vision for teacher development in their content area and execute all of the key professional development. Content Specialists additionally lead content team meetings in Freedom Prep schools and do prioritized 1-on-1 coaching of Freedom Prep teachers, including modeling best practices in the classroom. In many ways, the network content specialists are the backbone of Freedom Prep's centralized academic program. In 2020-21, Freedom Prep Charter Schools will add two additional Network Content Specialists to the team, a K-12 Science Specialist and a K-12 History Specialist, to oversee the design & implementation of our college-preparatory science and history programs.

### **Data Analyst**

The Data Analyst oversees systems to track data and ensures data is readily available, reliable, and usable to all staff on demand. In addition, s/he manages all assessment needs and oversees timely and accurate administration of assessment systems across the network, including procurement of materials, establishment of annual calendar for assessments and data analysis, maintenance of a network-wide data management system, professional development on use of data for each school, and collaboration with school leaders to monitor data and strategize proactive interventions as data trends suggest. In 2020-21, Freedom Prep Charter Schools will add a second Data Analyst to the Network team in order to provide data support to the needs of the growing network.



**Figure 28. FPA Network Leader Support Team**

The CMO school leadership department is comprised of the following roles:

### **Chief Schools Officer**

The Chief Schools Officer is responsible for developing and maintaining a strong leadership candidate pipeline for the network, including management of the Heads of Schools and all Head of School candidates. S/he leads in the designation of each head of school in training and oversees their appointment process. Through identification of leadership candidates, network training and role definition for leadership candidates, and crafting and maintaining a formal leadership pipeline, the CSO ensures a strong leadership depth bench throughout the network. This person may specifically be charged with the following responsibilities: oversight and management of Heads of Schools in training and acting heads of schools, observation and identification of leadership candidates, leadership goal-setting and development for leadership candidates, relationship-building with external partners such as leadership programs and model schools, clearly defining benchmarks and metrics to determine leadership readiness for candidates, and professional development for leadership teams at each school site.

## **Head of School**

The Head of School is the academic, cultural, and operational leader of the school building (most commonly referred to as a Principal in school networks). S/He is tasked with the manifestation of FPS ideals and goals into academic outcomes for students and includes the designation of school academic strategies, the observation/coaching of instructional staff, the impartation and maintenance of FPs cultural practices, and the allocation of funds for academic/curricular material.

## **Heads of School in Training**

Each year, the Head of School in training works under the guidance of the CSO and CAO to plan and develop the new school to be opened the subsequent year. The first semester is focused on training and visiting high-performing schools, and the second semester is focused on hiring, training, planning, and community engagement. In this position, the Head of School in training also provides support to the CAO through participation at in-network school site visits and head of school evaluations to provide additional data for school site initiatives and goals.

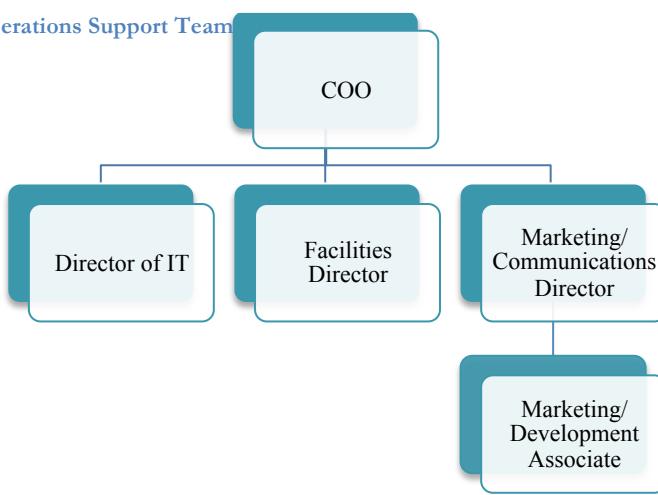
## **Dean of Students and Families**

The Dean of Students and Families focuses on student culture and discipline. S/He holds Freedom Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/He also oversees community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Student and Families also coordinates school events and works with the school and network level leadership team members to plan and execute college visits and end of year excursions with students.

## **Operations**

The operations department of the FPS CMO provides operational support and a guiding vision for the operations throughout the network of schools. Although each school site has designated operations and finance staff, this staffing can be kept lean with operational experts housed at the CMO team to provide support, services, increased accountability, and layers of controls and responsibility. By providing robust supports and expertise through the CMO, each Head of School can leverage a dedicated team of experts who guide and complement the operational responsibilities of that school. From management of the transportation and food services programs for each school, to oversight of recruitment and retention of talent for all facets of the network, the operations arm of the CMO provides invaluable economies of scale and efficiencies that benefit each school and complement the work of instructional staff and leadership. The following operations positions are planned for the FPS CMO to organize and oversee operations for the network and support operations at each school site.

Figure 29. FPA Network Operations Support Team



The CMO operations department is comprised of the following roles:

#### **Chief Operating Officer (COO)**

The COO (who may be hired on at a director level and then groomed for COO, pending candidate appropriateness and experience) oversees the operations of the network, including management of CMO operations staff and a supporting role for each school site business/operations manager. In this role, the COO spearheads the efficiencies and operational practices to be implemented across the network, including provision of access to preferred vendors, facilitation of alignment between financial and academic visions, and overall support to ensure operations effectively support the academic mission.

#### **Marketing/Communications Director**

The Marketing/Communications Director oversees all messaging and outreach, including but not limited to media relations, websites, community engagement strategies, and templates/protocols for school sites to ensure effective communications. S/he also manages the marketing/development associate as part of a synergistic approach to messaging and development for the network.

#### **Marketing/Development Associate**

The Marketing and Development Associate works with the Marketing/Communications Director to implement his/her vision for branding and outreach. Within this role, the Associate also maintains donor relations and plan development events and structures to support the network's development goals. Responsibilities for this position include dissemination of information throughout communities, maintenance of "friends" lists and means of integrating nigh net-worth people and organizations into network events, event planning, artifact design and dissemination, etc.

#### **Director of IT**

The Director of IT sets the vision for technology for the network, providing the tools, training, and relationships needed for each school to effectively leverage technology on behalf of students and staff. Responsibilities include planning for and procuring the necessary infrastructure to support technology needs at each facility, oversight of PD for effective use of technology in the classrooms, management of email/cloud-based sharing resources and other network-wide IT tools, support to each head of school on organizing technology to meet the site's needs, and oversight of procurement of technology services as needed.

## **Facilities Director**

The Facilities Director oversees all issues around facilities needs, maintenance, and repair for the network. S/he supports school site BOM with selection and management of janitorial and maintenance vendors, as well as overseeing each site's facilities compliance such as emergency management planning, inspections, and security.

The CMO people department is comprised of the following roles:



Figure 30. FPA Network People Support

### **Chief People Officer**

The Chief People Officer oversees the vision for network-wide talent recruitment, selection, and retention and is tasked with monitoring, measuring, and maintaining the overall health of and wellness of FPS staff, school and network-wide. Talent, recruitment, teacher retention, and human resources are under her/his management.

### **Director of Human Resources**

The Director of Human Resources ensures the environment for talent is conducive to attracting and retaining the best talent in the market and creates the systems by which human resources are managed for the CMO and each school site. By 2020-21, Freedom Prep Charter Schools will have a second Director of Human Resources to manage the needs of the growing network.

### **Talent Manager**

The Talent Officer reports to the CPO to support all network human resources initiatives. S/he specifically manages the recruitment and pre-vetting aspects of the human resources vision, including providing support to each school leader with targeted advertising for the best talent to fill any vacancies as they emerge. By the 2020-21 school year, Freedom Prep Charter Schools will have three talent managers to manage the needs of the growing network.

### **Finance**

The Finance Department of the FPS CMO oversees the financial management for the network and provides financial services to support and align the financial operations for each school site in the

network. At FPS, all financial services are in-house to align fiscal management with the vision and mission of the organization.

The CMO finance department is comprised of the following roles:



Figure 31. FPA Network Finance Support

### **Chief Financial Officer**

The CFO sets the financial vision for the organization and is responsible for the fiscal health. S/he works closely with the ED and Board Treasurer to set annual budgets and monitor long-term financial planning. The CFO oversees the financial staff at the CMO level, as well as provides support to heads of schools and their school site staff to ensure fiscal operations at all levels of the organization are healthy, effective, and proactive.

### **Accountant**

The Accountant manages all accounting services for the network, ensuring accurate tracking and adherence to fiscal controls at all levels. This may include but is not limited to oversight of general accounting, reporting, audits, etc. By 2020-21, Freedom Prep Charter Schools will add a second Accountant to manage the needs of the growing network.

### **Bookkeeping/Finance Assistant**

The Bookkeeping/Finance Assistant supports all bookkeeping and financial management, including payment of invoices, accuracy of payroll, and organization of records for fiscal audits and monthly finance reports to the board.

### **FPS Network Staffing Models-Common Roles**

Each school model has a similar approach to the leadership team with similar reporting structure and responsibilities.

**Head of School** (school site leadership team): Reports to CAO and accountable for all school-wide goals. Manages the leadership team and participates in periodic formal observations. Official lead for evaluation of all staff, using data provided by each staff member's manager.

**Dean of Academics** (school site leadership team): Manages all teaching staff for designated content areas (in 6-12) or teaching role (for elementary), including observations, coaching, review and critique of plans and assessment data, and providing data for final evaluation. Accountable to Head of School for all team outcomes.

**Dean of Students and Families** (school site leadership team): Manages all non-instruction students support staff and support systems. Behavior intervention, coaching for teachers on culture, sets and maintains cultural norms and systems across the school, primary point of contact for parents.

**Dean of Operations** (school site leadership team): Manages operations/finance staff for the school. Oversees all school site financials, facilities needs, and compliance.

**Community Outreach Manager** (reports to Dean of Students and Families): Primary liaison for the community. Marketing, recruitment, supplementary programming development and leadership (before and after school programming, partnerships with community vendors to provide services to families), plans parent education and involvement initiatives, mixed use initiatives for facilities.

### Support Staff

Across the school, students are supported by a Dean of Students and Families, who works with the counseling staff to provide students and their families a strong, aligned system of non-academic support. The community outreach manager oversees supplemental programming and community engagement and is largely responsible for family engagement and community involvement strategies. Counselors largely attend to the socio-emotional needs of students, which have been demonstrated, to be more significant in transformation schools. Electives teachers are also organized under the dean to ensure school culture, a significant strength of the FPS network, is preserved across all classrooms and especially in those classrooms where culture and management can be most challenging. Although teachers do not report to the Dean, s/he provides ongoing feedback and support to teachers to engender a strong college-going culture in all classrooms and spaces, including those of supplementary programs.

Please see Organization Charts of Year1, Year 3, and Year 5 in **Attachment M**

Function	Network Decision-Making	School Decision-Making
Performance Goals	Created at the network level, and shared with school leadership	Creates plan of action to achieve goals. Plan is approved by CEO, CAO, CSO
Curriculum	Determined by CAO & Content Specialists	Selected curriculum is distributed to teachers by Academic Deans and coaches
Professional Development	Sets academic goals, but does not dictate weekly PD	Uses goals, observations, and data to determine and create weekly PD
Data Management and Interim Assessments	Establishes criteria for success and testing windows	Collects data, analyses with CAO and CSO, and creates plan of action
Promotion Criteria	Decided by CAO with Heads of School (HOS) input	Input used to inform CAO decision

Culture	CEO, CSO, and CAO create network-wide culture expectations. Train HOS and Deans of Students & Families (DOS)	HOS and DOS personalize culture expectations for grade level/age appropriateness and create plan of action
Budgeting, Finance, and Accounting	CFO determines policy, allocation, and processes. Trains HOS and school level <i>operations team</i>	HOS and Operation manager carry out policies and manage day to day <i>accounting</i>
Student Recruitment	CPO leads Community Outreach team <u>creating recruitment targets and</u>	Community outreach teammates in each building <u>carry out recruitment</u>
School Staff Recruitment and Hiring	CPO creates strategy and targets with <u>Talent Officer and HR Director.</u>	HOS participate in <u>hiring/recruiting events as directed</u>
H/R Services (payroll, benefits, etc.)	Strategy, policy, and created by Director of HR under leadership of CPO, but	HOS and operations managers <u>carry out policy</u>
Development/ Fundraising	Fundraising efforts are spearheaded by CEO and CFO with guidance from	School staff participate in <u>fundraising efforts as dictated by</u>
Community Relations	CEO direction sets for community relations wit the support of CPO	Community outreach team at each school carries out the strategic plan of CEO and CPO.
I/T	COO leads I/T efforts	School IT teams complete COO-created tasks
Facilities Management	Strategies and action plans are developed by COO and CFO	Action Plan tasks are completed by school operations
Vendor Management/ Procurement	All contracts concerning vendors are negotiated and signed by COO.	Daily tasks are managed by school operations
Other operational services, if applicable	NA	NA

Table 12. FPA Network Organizational Right and Decision Responsibilities

## **2.13 NETWORK GOVERNANCE**

### **Governance Structure for Network**

It is the intention of FPA to maintain a single board governance structure for the entire network of schools. This structure provides a number of benefits. Because the greater Memphis area is relatively small with limited bench depth of potential board members, FPA is better positioned to recruit strong board members for a single board rather than less strong candidates for seven schools. As the charter market grows and creates greater competition for the small number of board candidates increases over the coming years, FPA has more leverage to recruit high-capacity Directors to a single organizational board, rather than smaller school site boards. More, as the market grows, a single board can cohesively advocate for the organization as a whole, allocating resources and capacities where needed. Individual school site advocacy will be afforded through school site councils to provide more localized representation to the network board. Furthermore, FPA intends to have a consistent and engaged parent on the network board that has shown an interest in the overall health of the organization.

### **Role of Community and Parents in Governance**

To encourage parents to participate in the governance process and ensure community representation, the board will actively recruit new directors from the communities served by the schools. A designated parent seat is reserved on the board annually, and that parent is recruited and nominated by the governance committee from a pool of candidates contributed by PTSO (Parent Teacher Student Organization).

### **Board Structure and Role (Members, Offices, and Committees)**

#### **Membership**

The board should be comprised of 7-15 members with diverse skills and networks to be leveraged on behalf of the network of schools. The governance committee will work closely with the CEO and other board members to conduct ongoing recruitment for board candidates. If a vacancy arises or a gap is identified, the committee nominates an appropriate candidate to interview with the board. New board members are elected in by a majority of votes of directors and serve two-year terms with no more than seven consecutive years in office (established in response to the odd numbered years of the founding board). Once elected, new directors meet with the board chair and CEO to review an onboarding packet that will include (but is not limited to):

- mission statement and goals
- by-laws and articles of incorporation
- charter contract
- bios and resumes for current Board members
- board policies – including conflicts of interest policies and legal requirements
- school information, such as brief description of curriculum, student achievement data
- organizational chart
- operating and strategic plans
- recent reports – financial, administrative, programmatic audits, annual report

This onboarding process and materials are currently being restructured and it is the intention of the board and CEO to continue a partnership with Board On Track to ensure the board has the support it needs to develop a strong process.

## **Board Growth Goals**

### **Current Board**

The current board is comprised of seven members, all serving for more than one consecutive year. The founding board of the school, which was organized with the support of founder and CEO Roblin Webb during the petition development, has largely turned over to reflect the evolving needs of the organization. Although the founding board members leveraged strong skills on behalf of the building and establishment of the organization, sustainability and growth required skills and mindsets that were largely missing from the original roster. Founding board members were instrumental in supporting the management in budgeting, community investment and student recruitment, facilities planning, and other critical needs of founding the organization. The founding board had a “hands on” approach that became less appropriate as the school moved toward sustainability and growth. When the founding board members’ terms ended, six of the seven were replaced by current board members who felt more comfortable governing, rather than managing. The current board members are still organizing to leverage their skills and networks on behalf of FPA with an eye toward the growth of the network.

### **Board Gaps**

As a board evolving to meet the needs of a rapidly growing organization, the FPA Board of Directors is identifying key priorities for capacity. The most obvious current gap to be addressed with board growth is sheer number. With a target minimum of eleven board members, the current roster requires additional directors to fully balance the responsibilities of the board and lead the committees needed. Although the current board has representation of the communities served through a parent member, the board has a critical role in investing the community that requires more representation from community leaders and/or local industries.

In addition to highly-visible community leaders to bolster messaging about the school in target communities to yield higher enrollment and potential partnerships, additional directors would ideally have more capacity around finance and fundraising (to help oversee the exponential growth of the organizational budget) law (which has also been primarily managed by the CEO to date), facilities planning and negotiation, and human resources. At present, most of these responsibilities are shouldered by the current board; however as new members are added and inculcated committees will be fully furnished with knowledgeable members. The board is leveraging its relationships with local organizations like the New Memphis Institute (former Leadership Academy) and Leadership Memphis to recommend strong, mission-aligned professionals for potential board members in the gap categories.

### **Board Development**

At present the board is focused not only on recruitment, but development of board capacity to address the growing needs of the network. The network budget includes an annual allocation for development, and the board is in the process of determining the proper development needed to further individualized growth for its members. The goal of this development is that the board will begin to establish routines and best practices that are not currently in place and begin to enable the

board to initiate some elements that are currently being initiated by the CEO (like development and administration of the CEO evaluation and contract, establishment of a development vision, and ownership of fiscal health).

## **Ownership of Vision**

The board's role as FPA grows is to guide the vision of the organization and ensure compliance with regulations, goals, and agreements. The board will maintain the vision that has been established by supporting and evaluating the CEO and working closely with CMO staff to provide any reinforcement needed. Through evaluation of the CEO, monitoring of the dashboard data, oversight of fiscal operations, fundraising and development, and community engagement and outreach, the board will ensure fidelity to the mission.

## **Fiscal Management**

The Board Finance Committee oversees the financial management through a close working relationship with the CEO reviewing monthly reports, as well as taking an active role in annual budgeting for the network. The Finance Committee presents these monthly reports to the board, as well as advocates for the approval of a final budget and any revisions that may arise throughout the year.

FPA currently completes all accounting needs through the fully staffed accounting department, to address business process needs like accounting, accounts payable, payroll, and reporting compliance. On a monthly basis, the accounting department prepares financial statements along with an ongoing analysis of the school's financial outlook. The finances are reviewed with the board and the finance committee on a bi-monthly basis, and the CFO makes recommendations on decisions regarding finances and operations to the board. In addition, the board commissions an annual audit by an outside, independent auditor for each school and the organization as a whole. The finance committee works closely with the auditor and fiscal arm of the CFO to ensure a clean annual audit.

## **Role in Grievances**

The FPA Board of Directors has developed a grievance policy for families, staff, and community members that requires the aggrieved to first pursue resolution with the teacher(s) or staff member(s) involved. Appeals are next heard by the Head of School, and for those grievances not resolved by the Head of School, they are next heard by the CEO. Any grievance that is not resolved in this process is then formally heard and resolved by the Board of Directors, whose resolution serves as the final step in the process.

## **Resource Development**

At present, the board plays a minimal role in resource development for FPA, which is primarily led by the CEO. To date, because the majority of the resources that have been tapped have been largely federal (DOE CSP) or state grant-based (such as I3) and initiated by the CEO, a more significant focus on private philanthropy and local support will be established by the board moving forward. In addition to establishing a standing committee focused on development, the board plans to increase its "give or get" annual pledge and begin to organize a more formal vision for the board's role in fundraising. As the board grows, there is a focus on recruiting directors with access to wealth and access to local philanthropy to supplement the relationships and initiatives of the CEO. It is anticipated that the board development committee will work closely with development staff, once hired, at the CMO level to initiate greater philanthropic support and local relationships.

## **Advisory Council**

Each school will organize and maintain a School Site Advisory Council as part of its governance structure. The Advisory Council will be comprised of three staff members (the Head of School, the Community Outreach Manager, and a third staff member elected by his/her colleagues) two parents who are elected by the parent organization (PTO) annually and up to four additional community members from the immediate community of the school. The Advisory Councils for the high schools will include one elected student representative each year from the eleventh or twelfth grade (student terms will be for one year and no student may serve more than one term; student representatives are nominated by the advisory council and elected by their peers). The role of the Advisory Council is to serve as a formal advocacy body for each school. As such a body, the Advisory Council is specifically charged with the following:

- Initiating and managing school site development goals and fundraising initiatives
- Organizing community partnerships and collaborations
- Recruiting and training potential volunteers
- Supporting supplementary programming for the school site
- Collaborating with the head of school to find additional uses for each facility that benefit the community during hours the school is not in operation
- Sponsoring individual classroom projects and special annual events (such as career day, specific students group meetings, prom, etc.)
- Connecting school staff with additional professional development opportunities
- Advocating for the school needs to the board
- Serving as liaison between the school site it represents and the governing board
- Providing a means of appeal for parent grievance before they reach the network board if satisfactory resolution cannot be devised by the head of school.

Advisory Council terms for community members will be two years with no cap on consecutive terms (staff, parents, and the high school student representative will be re-elected annually). The advisory council will organize its own bylaws that meet the needs of the specific school, including designated offices and standing committees to provide each school with the support it specifically needs. Each Council will have an elected presiding officer and standing committees may include but are not limited to: community outreach/volunteerism, fundraising, student programming, and staff support. The advisory councils will work closely with each school's parent teacher organization (which is a body of parents and teachers that works toward small fundraising projects for specific expenses, teacher appreciation initiatives, parent education support, and other means of encouraging parent involvement and access to the school) to align initiatives and ensure the council is effectively advocating for the interests of the students, parents, and community. All Advisory Councils will convene in a regional visioning session organized by the CEO and board in the summer before each school year to provide training and build momentum for the coming year. Advisory council officers are the designated representatives for voicing community concerns and needs to the board and time is allocated in each board meeting to hear reports from any advisory council that may need the time.

## 2.15 PERSONNEL/HUMAN CAPITAL – NETWORK-WIDE STAFFING PROJECTIONS

Total Schools & Total Enrollment	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Number of elementary schools	3	4	4	4	4
Number of middle schools	3	4	4	4	4
Number of high schools	1	1	1	1	1
<b>Total schools</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
Student enrollment	2,480	3,160	3,630	3,980	4,230

Management Organization Positions	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
C-Level Leadership	6	6	6	6	6
Human Resources Team	2	2	2	2	2
Talent Manager	3	3	3	3	3
Director, Special Populations	2	2	2	2	2
Data Analyst	2	2	2	2	2
Network Content Specialist	6	6	6	6	6
Director of Social Work	1	1	1	1	1
Director of IT	1	1	1	1	1
Marketing/Communications Director	1	1	1	1	1
Marketing/Communications Associate	1	1	1	1	1
Accountant	2	2	2	2	2
Bookkeeping/Finance Assistant	1	1	1	1	1
Head of School in Training	2	2	2	2	2
<b>Total back-office FTEs</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

Elementary School Staff	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Head of School	3	4	4	4	4
Dean of Operations	3	4	4	4	4
Dean of Students	4	5	5	5	5
Dean of Academics	3	4	4	4	4
Instructional Coach	6	8	8	8	8
Grades K-2 Lead Teachers	24	33	36	36	36

Grades K-2 Co-Teachers	24	33	36	36	36
Grades 3-5 ELA Teachers	6	6	7	9	11
Grades 3-5 Math Teachers	6	6	7	9	11
Grades 3-5 Science Teachers	6	6	7	9	11
Grades 3-5 History Teachers	6	6	7	9	11
Grades 3-5 Co-Teachers	6	6	7	9	11
Residents	10	10	12	12	12
Electives Teachers	7	9	12	12	12
School Operations Support Staff	7	9	10	11	12
Special Populations Teachers	8	11	14	14	14
ELL Teachers	4	5	5	6	6
Social Workers	7	9	12	12	12
<b>Total FTEs at elementary schools</b>	<b>140</b>	<b>174</b>	<b>197</b>	<b>209</b>	<b>220</b>

Middle School Staff	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
Head of School	3	4	4	4	4
Dean of Operations	3	4	4	4	4
Dean of Students	3	4	4	4	4
Dean of Academics	5	6	7	8	8
ELA Teachers	7	9	11	12	12
Math Teachers	7	9	11	12	12
Science Teachers	7	9	11	12	12
History Teachers	7	9	11	12	12
Co-Teachers	7	9	11	12	12
Residents	7	9	11	12	12
Electives Teachers	5	7	8	8	8
School Operations Support Staff	7	9	10	11	12
Special Populations Teachers	7	9	11	12	12
ELL Teachers	4	5	5	6	6
Social Workers	5	7	8	8	8
<b>Total FTEs at middle schools</b>	<b>84</b>	<b>109</b>	<b>127</b>	<b>137</b>	<b>138</b>

<b>High School Staff</b>	<b>Year 1 (2020-21)</b>	<b>Year 2 (2021-22)</b>	<b>Year 3 (2022-23)</b>	<b>Year 4 (2023-24)</b>	<b>Year 5 (2024-25)</b>
Head of School	1	1	1	1	1
Dean of Operations	1	1	1	1	1
Dean of Students	2	2	2	2	2
Dean of Academics	2	2	2	2	2
ELA Teachers	6	6	7	7	7
Math Teachers	6	6	7	7	7
Science Teachers	6	6	7	7	7
History Teachers	6	6	7	7	7
Foreign Language Teachers	5	5	6	6	6
Residents	4	5	6	6	6
Electives Teachers	5	5	6	6	6
School Operations Support Staff	2	2	3	3	3
Special Populations Teachers	4	5	6	6	6
ELL Teachers	1	2	2	2	2
Social Workers	3	3	4	4	4
<b>Total FTEs at high schools</b>	<b>54</b>	<b>57</b>	<b>67</b>	<b>67</b>	<b>67</b>

<b>Network Totals</b>	<b>Year 1 (2020-21)</b>	<b>Year 2 (2021-22)</b>	<b>Year 3 (2022-23)</b>	<b>Year 4 (2023-24)</b>	<b>Year 5 (2024-25)</b>
Total Network FTEs	308	370	421	443	455

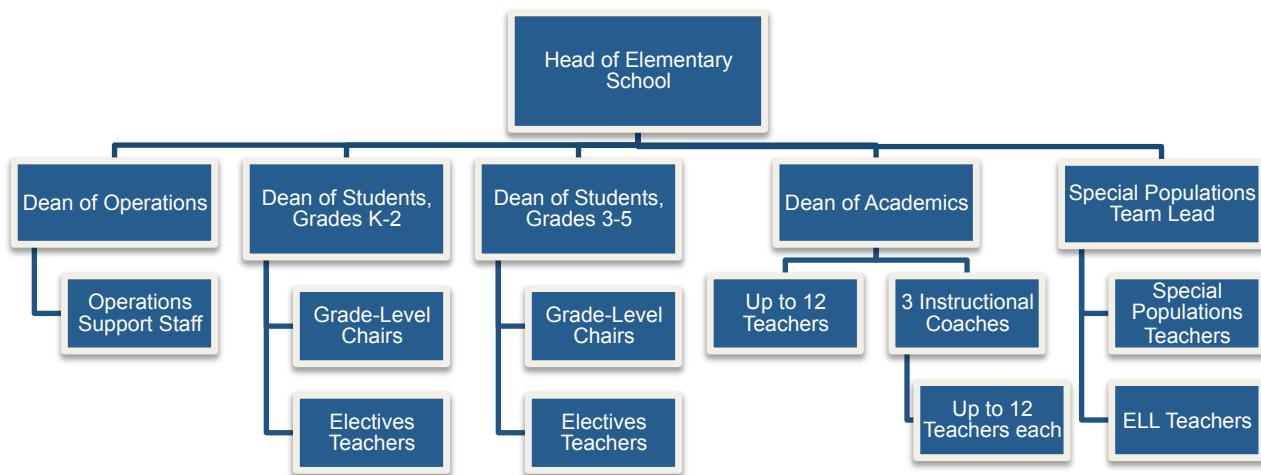
Table 13. Network Wide Staffing Projections



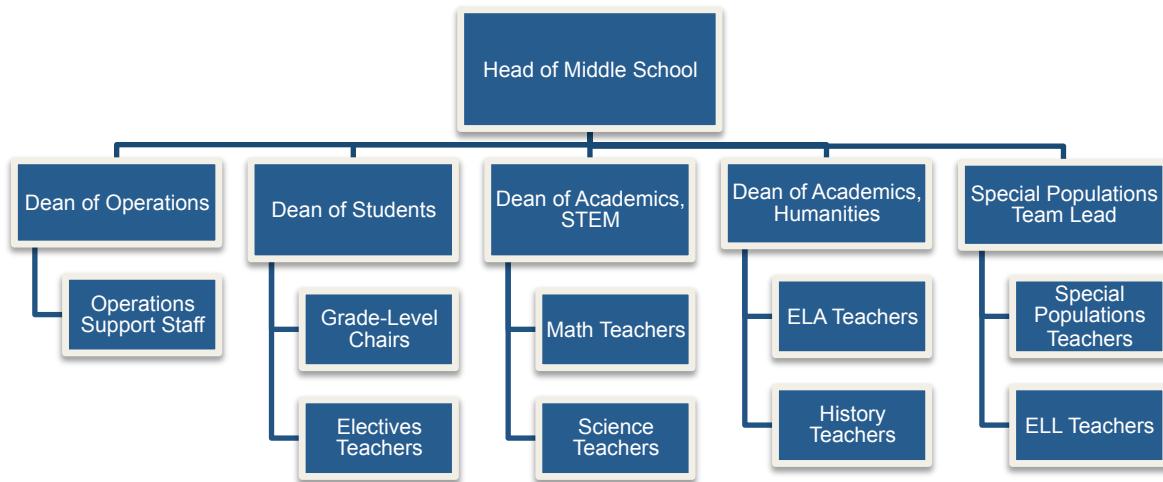
## **2.16 PERSONNEL/HUMAN CAPITAL – STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION**

### **School Management Structure & Staffing**

Freedom Preparatory Academy – Binghampton Campus will benefit from the same strong organizational structure of all K-8 schools within Freedom Prep Charter Schools. Each Freedom Prep K-8 campus is managed by two Heads of School: one Head of School for grades K-5 (Head of Elementary School) and one Head of School for grades 6-8 (Head of Middle School). Each Head of School reports directly to the Chief Schools Officer of Freedom Prep Charter Schools and is accountable for all results of the school and responsible for all day-to-day management of the school. Each Freedom Prep Head of School manages the school through his or her Leadership Team. Each Leadership Team is composed of a Dean of Operations, a Dean of Academics and a Dean of Students, with variation in the number of each role based on the enrollment capacity of the school, whether the school is fully grown or still growing to its enrollment capacity and whether the school is an Elementary School or a Middle School. A full-grown Freedom Prep Elementary School Leadership Team includes one Dean of Operations, two Deans of Students, one Dean of Academics and three Instructional Coaches. A fully-grown Freedom Prep Middle School Leadership Team includes one Dean of Operations, one Dean of Students and two Deans of Academics. The management structure of Freedom Preparatory Academy – Binghampton Campus is represented in the two organization charts below, also in Attachment G.



**Figure 32. Elementary Organization Chart**



**Figure 33. Middle Organization Chart**

## Leadership Team Roles & Responsibilities

The following pages outline the key areas of responsibility for each of these types of Deans at a Freedom Prep school. The Head of School, Dean of Students and Dean of Academics position have existed at all Freedom Prep schools since the founding of our Flagship Campus in 2009, and the Dean of Operations position evolved into existence in the 2015-16 school year. While these positions have always existed, Freedom Prep realized the need to add additional clarity to these roles as the organization began to grow. Freedom Prep arrived at strong clarity on organizational roles and responsibilities through participation in the *Charter Network Accelerator*, a program run by Achievement First for a small cohort of high-performing charter school networks nation-wide that are in the midst of or preparing for a phase of accelerated growth. Achievement First, operating 10 schools in Connecticut, 23 schools in New York (Brooklyn, specifically) and 3 schools in Rhode Island, has scaled success within their organization through pursuing extreme clarity on all components of an Achievement First school, and Freedom Prep has benefitted tremendously, and continues to benefit tremendously, from our trusted colleagues at Achievement First. Each of the tables below began as Achievement First documents that have been revised to reflect the key areas of responsibility of each Dean position at Freedom Prep.

Instructional Leader is a term applied at Freedom Prep to both Deans of Academics and Instructional Coaches. At each Freedom Prep campus, Freedom Prep seeks to maintain a 1:12 coach to teacher ratio, such that all Freedom Prep teachers receive the strong support & accountability required to ensure all Freedom Prep students are academically prepared to excel in college and in life. A fully-grown Freedom Prep Elementary School has one Dean of Academics who reports to the Head of School, and that Dean of Academics manages three Instructional Coaches. The Dean of Academics and Instructional Coaches split the management of the total teachers in the school, with the Dean of Academics coaching a cohort of teachers directly while being accountable for the academic results of the rest of the staff through the management of the Instructional Coaches. Elementary coachloads are created to maximize the impact of the academic leadership team based on the unique qualifications and background of each instructional leader. At a Freedom Prep Middle School, the two Deans of Academics are specialized by content area, with one Dean of Academics

(the Dean of Academics, STEM) managing the Math and Science teams and one Dean of Academics (the Dean of Academics, Humanities) managing the English Language Arts and History teams. The table below iterates the key areas of responsibility for instructional leaders at Freedom Prep.

Key Areas of Responsibility	Instructional Leader Core Actions
<b>Observation/ Feedback &amp; Practice and Real Time Coaching (40%)</b>	<p>Observe teachers regularly and use in the moment coaching strategies to adjust instruction. During the first weeks of school, it is expected that coaching focuses significantly on foundational culture and engagement teaching skills aligned to ensuring all Freedom Prep classrooms have strong baseline Freedom Prep culture by Labor Day. Following that time period, Deans of Students and Deans of Academics should collaborate to support teachers with weak classroom management.</p> <p>Working with a portfolio of 8-12 teachers, observe each teacher for at least 20 minutes each week and provide weekly/bi-weekly feedback.</p> <p>Coordinate with Special Populations Team Lead to provide co-teachers with feedback specifically around co-teaching implementation.</p>
<b>Intellectual Engagement and Preparation at Unit and Lesson Level (15%)</b>	<p>Facilitate or prepare other teachers to facilitate Unit Unpacking protocols at least two weeks prior to the start of each unit. In cases where units will be unpacked centrally, ensure teachers have done the necessary pre-work at top quality in order to engage in the protocol.</p> <p>Facilitate or prepare other teachers to facilitate Intellectual Preparation Protocol at the lesson level; over the course of the year, the protocol should shift time allocation so that there is sufficient time left for practice of the execution moves the teacher will employ for that lesson. These can be done one-on-one or in small subject or grade specific groups.</p> <p>Facilitate or prepare other teachers to facilitate Looking at Student Work Protocol or another data analysis protocol to analyze and plan from data. These can be done one-on-one or in small subject or grade specific groups.</p> <p>Review teacher lesson plans within your cohort weekly and provide targeted feedback.</p>
<b>Preparation and Execution of Professional Development Sessions (10%)</b>	<p>Design and deliver high impact professional development (department or school-wide) for teachers- delivered during Friday Afternoon Professional Development, Network-Wide Professional Development Days, Department Meetings and Planning Periods</p> <p>Manage Department Chairs to facilitate strong Department meetings</p> <p>After PD, assess uptake of PD by collecting and sharing data and teacher practices that indicate successful or unsuccessful implementation, creating follow-up plans when unsuccessful</p> <p>Lead and support data analysis and data-driven plans (in relation to weekly quizzes as well as Interim Assessments &amp; STEP Rounds).</p>
<b>Monitoring Student Achievement and Working with Struggling Students (10%)</b>	<p>Monitor ongoing achievement data at the weekly, unit, and IA/STEP level to ensure all students, including students with IEPs, make ambitious academic progress each year. Use this data to make programmatic, structural, and intervention decisions.</p> <p>In collaboration with the Special Populations Team Lead and families, create Tier 2 support plans and implement for scholars who are not making progress in Tier 1 instruction.</p> <p>In collaboration with the Special Populations Team Lead, Principal and families, create Tier 3 only if Tier 2 has been implemented with fidelity and is no longer working.</p>

<b>Family Partnership (5%)</b>	Manage communication around academic progress, particularly through progress reports and report cards. Ensure teachers are prepared to clearly articulate student progress and next steps for growth with families.  Have courageous, mission-aligned conversations with families of students who are struggling academically, including students who are at risk of not being promoted to the next grade. Proactively partner with families of struggling students to learn about their children, develop direct relationships with these students, share updates and strategize on supports.
<b>Talent Pipeline (10%)</b>	Tend to own professional development by attending and fully engaging in network PD, observing strong teachers and instructional leaders, visiting strong schools internally and externally, reading about promising practices, attending external PD.  Actively work to prepare strong teachers for instructional leadership.
<b>Other (10%)</b>	Includes the following plus any additional responsibilities, regular or irregular, as approved or requested by Head of School: <ul style="list-style-type: none"> <li>• Substitute teach</li> <li>• Cover school-day and after-school duty posts</li> <li>• Manage “Promotion in Doubt” process</li> <li>• Plan rituals and traditions related to academics</li> <li>• Manage other academic systems</li> </ul>

**Table 14. Instructional Leader Responsibilities and Core Actions**

Deans of Students at Freedom Prep are charged with building, driving and maintaining Freedom Prep student and parent culture. Each Freedom Prep School has one Dean of Students until student enrollment reaches 450 students, at which point a second Dean of Students position is added. Deans of Students manage Grade-Level Chairs, both because Grade-Level Chair responsibilities are not academic in nature and because without this managerial responsibility Deans of Students do not have nearly as much adult management responsibility as Deans of Academics, and it is important to the successful growth of the Freedom Prep Network that Deans of Students are prepared to become Heads of School. The table below iterates the key areas of responsibility for Deans of Students at Freedom Prep.

<b>Key Areas of Responsibility</b>	<b>Dean of Students Core Actions</b>
<b>Setting Culture by Labor Day (80% of time during first month of school)</b>	<p>Set a compelling vision for setting culture within the first month of school, invest all staff members in the goals and build out a strategic plan. As part of readiness, this work includes creating/refining a well-documented common picture amongst the school staff of how the school staff will know Freedom Prep school culture is set after the first month of school.</p> <p>Build the capacity of the entire teaching staff through practice-based PD, real time coaching and various teacher interventions (e.g. video-viewing protocols, Batting Cage, lesson rehearsal).</p> <p>Monitor progress through a rigorous weekly data collection, analysis and action planning process. Hold all school leadership team members accountable to action steps and adjust course as needed in order to win on the first month of school goals. Report back to teachers on data trends and progress they are making towards goals.</p> <p>Maintain a strong culture foundation post-Labor Day by conducting strategic walkthroughs, action planning based on data and capacity building of all staff that still necessitate core culture skill building.</p>

<b>Coaching and PD (20%)</b>	<p>In addition to the Dean of Students' consistent coaching load, identify the school's most struggling classroom managers throughout the year and coach them to proficiency via real time coaching and other network recommended strategies (video-viewing protocols, culture club, lesson rehearsal, etc.)</p> <p>Reset struggling classrooms and/or school-wide routines when they do not meet the common picture of strong Freedom Prep culture.</p> <p>Design and deliver high impact practice-based professional development for teachers- delivered during Friday Afternoon Professional Development, Network-Wide Professional Development Days, Department Meetings and Planning Periods.</p>
<b>Behavior Management and Struggling Student Support (40%)</b>	<p>Create and oversee a school-wide behavior management system that includes daily incentives and logical consequences. The system should be predictable and consistent across all classrooms.</p> <p>Design and oversee a removal/reentry from class process that includes student practice, reparative conversations and logical consequences. Manage team members towards these outcomes.</p> <p>Collect, analyze, and communicate widely on data trends (removals, suspensions, special education, relationship between behavioral struggle and academic struggle, etc.) and proactively problem solve ways to better serve all students, collaborating frequently with Instructional Leaders and Special Populations Team Lead.</p>
<b>Family Partnership (15%)</b>	<p>Oversee a powerful onboarding process for all families that invests them in school policy/practice and sets the tone for authentic collaboration, including a 1-on-1 family meeting prior to the first day of school for all students who are new to your Freedom Prep school (including students matriculating from other Freedom Prep schools). (Family meetings in group settings rather than 1-on-1 are only appropriate for students matriculating from another Freedom Prep school, with the exception of rising 9<sup>th</sup> graders, all of whom must have a 1-on-1 family meeting.)</p>
	<p>Reflect weekly on culture data (attendance, uniforms, homework, etc.) to identify the root causes for families that aren't meeting policy expectations and partner with them to ensure success. Train front office manager to be a strong manager of attendance calls: role-play conversation, build insisting and problem solving skills on getting kids into school, and problem solve.</p> <p>Proactively partner with families of struggling students to learn about their children, share updates and strategize on supports.</p> <p>Oversee family events that foster collaboration, trust and community; leverage Operations team members as critical partners in events.</p> <p>Set and enforce a vision for teacher communication with families.</p>
<b>Systems and Policy Oversight (10%)</b>	<p>Create airtight systems (attendance, homework, behavior policy, etc.) with clear goals, incentives and monitoring processes.</p> <p>Create monitoring mechanisms (data strategy, observation of systems, systems inventory, etc.) to ensure systems run smoothly across the year. Reflect on data weekly to identify bright spots and pain points.</p>
<b>Ritual/Tradition and School Event Oversight (15%)</b>	<p>Oversee the planning and implementation of rituals, traditions and events that foster community and increased sense of belonging.</p> <p>Design and implement a calendar of joyful, engaging events for students and parents; regularly review the calendar and ensure strong execution of all events</p> <p>Monitor rituals, traditions and events to ensure they align with Freedom Prep norms, expectations and core values. Adjust plans accordingly.</p>

<b>Other (5%)</b>	<p>Includes the following plus any additional responsibilities, regular or irregular, as approved or requested by Head of School or Chief Schools Officer:</p> <ul style="list-style-type: none"> <li>• Substitute teach</li> <li>• Cover school-day and after-school duty posts</li> <li>• Train student ambassadors to lead tours to guests in the building as well as to greet guests who enter Freedom Prep classrooms</li> </ul>
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**Table 15. Dean of Students Responsibilities and Core Actions**

Deans of Operations at Freedom Prep are charged with all operational functions of the day-to-day of school operations as well as all compliance and student information systems responsibilities not handled by Central Office operations roles. They are directly responsible for all matters of school administration that do not directly relate to instruction or student behavior. Just as the Chief Operations Officer and Chief Financial Officer allow the Chief Executive Officer, Chief Academic Officer and Chief Schools Officer to focus on leading the organization to dramatic academic and character growth for students in service of our college-prep mission, the Dean of Operations blocks and tackles so for their Head of School, Dean of Academics and Dean of Students to ensure their focus is on the work that most directly impacts students. Deans of Operations manage vendor relationships as well as directly managing the operations support staff for their school. The table below iterates the key areas of responsibility for Deans of Operations at Freedom Prep.

Key Areas of Responsibility	Dean of Operations Core Actions
<b>Finance</b>	<p>Manage all aspects of day-to-day financial operations in compliance with Freedom Prep's fiscal policies &amp; procedures.</p> <p>Maintain accurate records of all financial transactions and submit them to the Freedom Prep network finance staff for processing.</p> <p>Ensure school operates on-budget, consulting Head of School as needed while aiming to keep the Head of School from having to get into the weeds of the financial life of the school.</p>
<b>Procurement/ Purchasing</b> (ex. Office Supplies, Textbooks, Furniture)	<p>Manage school purchasing process by placing orders with vendors, tracking delivery and maintaining inventory.</p> <p>Establish a clear system for staff to request items and then works to fulfill all standard requests in 24-48 hours. Regularly used supplies are identified and replenished without staff request; essential supplies are never missing.</p> <p>Each year, prepare the campus for start-up/new school year by ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action.</p>

<b>School Safety</b> (ex. safety drills, exit maps, emergency plans)	<p>Ensures that the school meets safety requirements while at the same time works equally aggressively to minimize school safety related disruptions to instructional time.</p> <p>Ensures that every room has an exit plan and emergency binder with student class lists, that the school has an exit route for drills, and that the school has a reliable safety plan documented.</p> <p>Ensures that staff is aware of relevant emergency protocols, that an appropriate number of staff members are trained in safety procedures (i.e. CPR) and that reports are filed for any accidents/incidents.</p> <p>Owes coordination of all fire drills and other related emergency drill preparations (ex. lockdown)</p>
<b>Transportation</b> (ex. Daily, Field Lessons)	<p>Responsible for transportation and implementing systems that safely get scholars to and from home and school each day (entry and dismissal protocols).</p> <p>In addition to meeting a school's daily student transportation needs, team ops can &amp; should be working aggressively to do the heavy lifting around transporting scholars &amp; staff to and from both local field lessons as well as to more distant locations.</p> <p>When and if transportation hiccups are negatively impacting instructional time or posing safety concerns, team ops is there to own the behind the scenes problem solving with our external service providers and to communicate proactively with parents so that they can rest easy knowing their children are in good hands with Freedom Prep.</p>
<b>Food Services</b> (ex. FRL forms, Daily, Field Lessons)	<p>Makes food service as seamless as possible for our students, parents and school staff by coordinating daily food service.</p> <p>Adequately document the free and reduced lunch (FRL) status of 100% of our students, even though lunch is free to all students.</p> <p>Coordinating food service so that it does not interfere with instructional time.</p> <p>Proactively plan with staff to meet the food services needs of scholars for field lessons.</p>
<b>Health Services</b> (ex. nursing services)	<p>Coordinates with nurse to ensure that school is compliant with state law on medication administration, mandatory physicals and screenings, immunizations, and athletic participation.</p> <p>Coordinates with nursing staff to ensure that they have the training and resources they need to care for student health needs whether in class or on field lessons, in a manner that provides assurance to students and families, and reduces staff stress .</p>

<b>Main Office &amp; Equipment</b> (ex. Copy Machines, Fax, Phones, Postage Meter)	<p>Operate a main office that not only optimizes the running of an efficient school but at the same time creates a warm and welcoming environment for parents, scholars, staff and other visitors.</p> <p>Ensure that copy machines, fax, phones and postage meters are always in working order, that clear instructions for operating this equipment (particularly copy machines) are readily available and that mechanical problems are dealt with immediately when/if they arise.</p> <p>From a warmth standpoint, team ops should ensure that the space is adequately decorated (student art, core values, plants, seasonally appropriate décor, etc.) and that visitors are welcomed, asked to sign our visitor log and that adequate seating &amp; water are made available.</p>
<b>Student Testing</b>	<p>Ops manages the logistics of student test administration, including distribution of materials to the classroom, and (depending on the test) the collection and aggregation of test results.</p> <p>Serve as Building Test Coordinator for state-testing, ensuring the school manages the state-testing window in compliance with 100% of regulations 100% of the time.</p> <p>Depending on the campus and the test, key tasks may include ensuring that 100% of IA's are uploaded in advance of data day, determining whether to have an exam scored internally or externally, determining an optimal testing schedule, placing orders for test materials well in advance, pre-filling answer tests with key student information to ensure accuracy, photo copying test materials and other similar tasks.</p>
<b>Facility Management &amp; Appearance</b> (ex. classroom set-up, janitorial, bulletin boards, banners, etc.)	<p>Strives to create facilities that have a bright and inviting educational atmosphere which communicate excellence and professionalism, and inspire learning and achievement, both in common spaces and inside of classrooms.</p> <p>Other tasks might include creating a system whereby bulletin boards are regularly refreshed with current/high-quality student work, updating bulletin boards with school-wide data, providing teachers or grade level teams with data for boards or soliciting student work for display.</p>
<b>Field Lessons</b> (ex. End of year trips, hotels, busses, itineraries, etc.)	<p>With guidance from their leadership team on priorities and non-negotiables, ops team can own from beginning to end the logistics of all off-site field lessons (local and out of state), including scheduling transportation, lodging, extracurricular activities, meals, etc.</p> <p>Specifically, ops can---in coordination with Dean, grade level chair, college team, etc.---create staffing plan, itineraries and handle non-instructional aspects of field lessons. Ops works with trip leaders to create contingency plans for when/if things should go awry.</p> <p>The ops team will also work with trip leaders to ensure that all fiscal policies are adhered to during field trips and lessons (cash &amp; credit cards).</p>
<b>Progress Reports, Report Cards, Transcripts, Promotion in Doubt</b>	<p>Ops teams should ensure that school leaders, teachers and faculty, parents and students have timely access to the accurate information they need on student performance to engage in informed and constructive conversations that promote student engagement and achievement.</p> <p>Ops teams also serve as liaison between Team Data and school leadership so that the appearance and information on Progress Reports/Report Cards/Transcripts satisfies school expectations based on unique needs (such as distribution to colleges).</p>

<b>Information Technology (ex. computers, phones, VPU's)</b>	<p>While Central Office is the ultimate owner of technology on campus, the ops team serves as a critical liaison to appropriate Central Office team members and external service providers for technical issues related to computers, phones, VPUs, doc cams, etc.</p> <p>With support from IT, Ops team can trouble shoot basic technology problems &amp; provide useful tips to staff on common technology use. Whenever possible, Ops notifies IT of new staff 2 weeks in advance so that equipment is available for day one.</p> <p>Ops team will manage and distribute the spare laptops kept on site so that staff can pick up a spare as needed.</p>
<b>Attendance System</b> (ex. Staff Attendance, Student Attendance, Withdrawal Info)	<p>Ops should be well-versed in and have reliable systems for tracking staff and student attendance and should be able to provide leadership teams with a snapshot of student attendance by school, grade, advisory, reason code, etc. as well as for staff attendance by staff member.</p> <p>Moreover, the ops team serves as front line of communication with parents regarding student tardiness and absences, firmly communicating with students and families the importance of attendance to student success. This is a crossover responsibility jointly held with the Dean of Students, who serves as a manager of the front office staff only as pertains to this aspect of their role.</p>
<b>School Readiness/End of Year Close-Out</b>	<p>With a strength in forward planning for complicated projects, ops should be very involved in not only planning for the End of Year (EOY) close out but also school readiness planning for the coming year.</p> <p><u>School Readiness:</u> Not only creates a detailed plan for accomplishing core ops projects based around school readiness but also works closely with the leadership team on integrating ops specific readiness planning with the school's larger readiness efforts.</p> <p><u>End of Year Close-Out:</u> With appropriate air cover &amp; messaging to staff from Heads of School, ops can develop the plan for and own the logistics around the ending of one school year and the beginning of another school year, including but not limited to: EOY close out of classrooms, execution of facilities maintenance/upgrade projects, purchasing, etc.</p>
<b>PowerSchool</b>	<p>Oversees all PowerSchool related functions of the school, including attendance, grading, scheduling and any other vital SIS functions, coordinating with all necessary parties at authorizing district, TDOE, Freedom Prep Central Office and external parties as needed.</p> <p>Trains all staff on any ways they need to use PowerSchool.</p> <p>Follows up as needed with teachers and other staff when grades and attendance are not entered in a timely manner.</p>
<b>Other</b>	<p>Includes the following plus any additional responsibilities, regular or irregular, as approved or requested by Head of School or Chief Operations Officer:</p> <ul style="list-style-type: none"> <li>• Substitute teach</li> <li>• Cover school-day and after-school duty posts</li> </ul>

Table 16. Dean of Operations Responsibilities and Core Actions

## **Central Office/Schools Relationship**

All schools within the Freedom Prep Charter Schools network are expected to implement the Freedom Prep academic, culture and operational program and are managed tightly to that end by the Freedom Prep Central Office. All Freedom Prep Heads of Schools and Deans are expected to demonstrate ownership of the Freedom Prep program, making it come to life for themselves, their staff, their students and their students' families, ensuring that any diversion from the Freedom Prep model is done with students in mind and approved by the appropriate senior leader – not going rogue or seeking to exercise autonomy for the sake of adults alone. As our esteemed colleague at Building Excellent Schools, Sue Walsh, reminds us, education reform is not about educators building schools of *their* dreams – it is about building schools that prepare students for lives of choice and prosperity. Our students' dreams are the dreams that matter most. Freedom Prep articulates a clear school model in all regards and selects highly capable model-aligned leadership to bring to life the vision for a Freedom Prep school.

The most direct managerial relationship between the Central Office and each Freedom Prep School is that each Freedom Prep Head of School reports directly to the Chief Schools Officer. The Chief Schools Officer, Chief Academic Officer, Chief Operations Officer and Chief Financial Officer all work to manage the quality of each Freedom Prep school, leveraging data, face-to-face management and professional development to ensure all Freedom Prep schools excel in the functional area that senior leader oversees.

## **Growing Teachers & Leaders Internally**

In our challenging talent market, Freedom Prep is committed to growing teachers and leaders internally and building an environment – at the direction of our Chief People Officer – where people want to build a career at Freedom Prep. Today, 4 out of our 5 Heads of School grew from within the organization. Last summer in our Leader Orientation, 93% of Deans, Heads of School and Network Leadership were returning Freedom Prep team members – all but 2, and those 2 were high-quality candidates from KIPP Delta and Uncommon Schools. As of March 28, 2019, 95% of current teachers have indicated that they intend to return to Freedom Prep for the 2019-20 school year. We feel privileged to have created a place as special as Freedom Prep over the past ten years and are committed to protecting the integrity of our school quality and adult culture as we continue our growth.

Great teachers and great leaders learn how to be great by working in great schools – there is no way to grow a network of schools relying on hiring ready-made talent. This has always been true at Freedom Prep, but the last few years of growth have forced Freedom Prep to get more strategic and structured in our approach to growing talent internally. Specifically, Freedom Prep has started its own Freedom Prep Teacher Residency to develop our own pipeline of teachers and created Head of School in Training positions to serve as successor Heads of School and Heads of School of new Freedom Prep campuses.

The Freedom Prep Teacher Residency exists to develop a reliable pipeline of strong, certified and internally incubated Freedom Prep teachers. Through our partnership with Relay Graduate School of Education, our residents receive approximately 5 hours of extremely high-quality professional development weekly on top of all Freedom Prep teacher development. Essentially, instead of a new teacher having 3 weeks of summer training before their first year teaching, Freedom Prep Residents

have a full year of training before their “first year” teaching. In exchange for Freedom Prep paying 100% of their tuition to Relay Graduate School of Education for 2 years (which culminates in their earning of a Master of Arts in Teaching), Freedom Prep residents sign an agreement to stay with Freedom Prep for a total of 4 years. Throughout Year 1 of the Residency, Residents have a full teaching schedule that is built around small group intervention & co-teaching and is diverse in nature to prepare residents for their Years 2-4 teaching assignment – whether that is Kindergarten phonics or preparing 11<sup>th</sup> graders for ACT Math or anything in between.

As we move into the 2019-20 school year and beyond, all Freedom Prep teaching residents will co-teach reading or math in grades K-10 and provide aligned small group intervention and tutoring to that course. Teachers projected to teach history or ELA in Years 2-4 will co-teach ELA & teachers projected to teach Math or Science in Years 2-4 will co-teach Math. Residents go through all of the teacher development alongside their lead teacher, who is able to serve as a mentor. That mentorship opportunity for the lead teacher has been formalized into a Resident Advisor role, with that Resident Advisor receiving key leadership training. This has taken the Residency from a teacher pipeline to also become a leader pipeline, as Resident Advisors are the highest qualified internal candidates for Grade-Level Chair and then Dean positions in a Freedom Prep School.

The Freedom Prep Teacher Residency began in the 2017-18 school year with 10 residents, 80% of whom are now in their 2<sup>nd</sup> year teaching at Freedom Prep. In 2018-19, the residency increased to 20 residents, 95% of whom remain with the organization. We project 90% of Cohort 2 will fill teaching positions within the Freedom Prep network in 2019-20, filling approximately 45% of vacancies created through school growth and exiting team members. In 2019-20, Freedom Prep is adding 4 additional residents to serve in Grades K-1, to take the place of current teachers at Freedom Prep’s two currently operational elementary schools so that 4 strong, experienced teachers can move to be founding teachers at Freedom Preparatory Academy – Binghampton Campus.

Beyond the Residency, Freedom Prep also employs co-teachers in all Grades K-2 classrooms and in all Grades 3-8 Reading & Math classrooms that are not supported by a Resident. While this brings all of the instructional benefits of co-teaching, it also ensures that we have a bench of future lead teachers beyond our residents, as it is the expectation that all co-teachers grow into lead teaching positions over time.

Freedom Prep Deans of Academics, Deans of Students and Deans of Operations who are 1-year away from readiness to be a Head of School and who have an interest in becoming a Head of School can be selected to be Heads of School in Training, where they report to the Chief Schools Officer across a year of training imbedded as an assistant leader of an existing Freedom Prep school. While we are not yet 100% sure who will be the Head of Elementary School and Head of Middle School at Freedom Preparatory Academy – Binghampton Campus, we are 100% sure those individuals will be employees of Freedom Prep in the 2019-20 school year training to be Heads of School in 2020-21.

## **Talent Recruitment & Hiring**

The Chief People Officer, who directs the Talent Managers to execute a strong recruitment strategy and deliberate hiring process, leads Freedom Prep Charter Schools’ recruitment and hiring efforts. Talent Managers recruit teachers through online postings and marketing materials, participation in local hiring events and participation in regional and national hiring events. Recruitment for the

Residency specifically focuses on college campuses, where the Chief People Officer regularly speaks on campuses, visits classes at the invitation of professors to dialogue with students on issues impacting education and recruits at campus-hosted hiring events.

Freedom Prep carefully selects its employees through written applications, certification reviews, personal interviews, sample lessons and reference checks. This selection process helps Freedom Prep find and employ people who are concerned with the success of its students; people who are certified and highly qualified in their job assignments; people who can carry on their work with skill and ability; and people who are comfortable with Freedom Prep and who can work well with our team. The process map below indicates the Freedom Prep hiring process. The hiring manager for all teacher positions is the Head of School. To ensure the Freedom Prep Teacher Residency is as successful as possible, the hiring manager for all Freedom Prep Teacher Residency offers is the Chief People Officer himself.

### Résumé Review + Certification Verification (Talent Team)

### Phone Screening (Talent Team)

### Phone Interview (Hiring Manager)

### In-Person Interview (Hiring Manager)

### Reference Checks (Hiring Manager or Talent Team)

Figure 34. FPA Hiring Process Map

Given Freedom Prep's confidence in its training programs and internal pipelines, Freedom Prep looks for the following attributes in candidates above all else:

1. Learns Quickly
2. Receives Feedback & Adjusts
3. Ability to Think Critically
4. Social-Justice Orientation
5. Certification Pathway

During the in-person interview, the candidate teaches a sample lesson to Freedom Prep students that they have planned in response to a specific standard or objective provided to the candidate. Following the sample lesson, feedback is given. If there is concern about the candidate's ability to learn quickly or receive feedback & adjust, the candidate is given a short amount of time to process the feedback and then teaches the sample lesson again to another group of students. If there is concern about the candidate's likelihood to build trusting, academically focused relationships with students or likelihood to garner student engagement, student feedback is sought by the hiring manager.

Freedom Prep relies on the accuracy of the information provided in these written applications and personal interviews, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

## **Evaluation & Response to Nonperformance**

In January 2019, Freedom Prep Charter Schools submitted a proposed Teacher Evaluation Framework and a proposed Principal Evaluation Framework to the Tennessee Department of Education. On March 8, 2019, Freedom Prep Charter Schools received notification from the TDOE's Senior Director, Evaluation Systems and Support that our proposed models have been recommended to the State Board of Education for approval and will be receiving approval in July 2019. Based on these models, Freedom Prep Charter Schools will determine the effectiveness of all teachers and Heads of School. In situations where evaluation indicates that a particular teacher or Head of School is not effective, Freedom Prep Charter Schools will determine any additional development that person may need to be successful and, if it is deemed that the particular employee is not the right fit for their current role, Freedom Prep frequently is able to find a better-fit role for that individual within the organization. In situations where that individual is determined to not be a fit for the organization, all of Freedom Prep's Human Resources policies and procedures iterated in our previous charter that this is a replication of remain in place.

## **Freedom Prep Teacher Evaluation Framework**

### **OVERVIEW OF FREEDOM PREP TEACHER EVALUATION FRAMEWORK**

All component weights are consistent with TDOE practices. All student growth and student achievement measures follow TDOE guidance listed in the Achievement Measure Worksheet.

<b>Student Growth</b>	Student Growth serves as 35% of the composite for tested/portfolio teachers and is based on individual TVAAS or portfolio.  Student Growth serves as 15% of the composite for non-tested teachers and is based on a school-level TVAAS composite.
<b>Student Achievement</b>	Student achievement for all teachers serves as 15% of the composite and is based on a variety of assessment categories and types, as documented in TDOE's Achievement Measure Worksheet.
<b>Qualitative Component</b>	The qualitative component of teacher evaluation is based on evaluations from a certified instructional leader and counts as 50% for tested/portfolio teachers and 70% for non-tested teachers. Professionalism is calculated as part of the qualitative component.

## **QUALITITATIVE COMPONENT OVERVIEW**

Classroom Observation	Professionalism
<b>Year 1 at Freedom Prep</b> <ul style="list-style-type: none"> <li>Four formal observations per semester</li> <li>Weekly mini observations</li> </ul>	<b>New to Freedom Prep Teachers</b> <ul style="list-style-type: none"> <li>40% Semester 1 Head of School Professionalism Evaluation</li> <li>60% Semester 2 Head of School Professionalism Evaluation</li> </ul>
<b>Year 2 at Freedom Prep</b> <ul style="list-style-type: none"> <li>Three formal observations per semester</li> <li>Bi-weekly mini observations</li> </ul>	<b>Returning to Freedom Prep Teachers</b> <ul style="list-style-type: none"> <li>50% Semester 1 Head of School Professionalism Evaluation</li> <li>50% Semester 2 Head of School Professionalism Evaluation</li> </ul>
<b>Year 3+ at Freedom Prep</b> <ul style="list-style-type: none"> <li>Two formal observations per semester + Additional formal observations at teacher's request</li> <li>Bi-monthly mini observations</li> </ul> <p>Each formal observation is one full lesson, which ranges in time from 30-90 minutes.</p>	
<i>Conducted by Freedom Prep Instructional Leader who is a FPA-Certified Evaluator</i>	<i>Conducted by Freedom Prep Head of School who is a FPA-Certified Evaluator</i>

## **OVERALL LEVEL OF EFFECTIVENESS CALCULATION METHOD:** **QUALITITATIVE COMPONENT**

A whole number score of 1-5 factors in as 60% of a teacher's qualitative component score based on a composite of the four highest scoring formal classroom observations across the school year in each domain (Classroom Culture, Planning, & Lesson Execution). Each domain accounts for one-third of a teachers classroom observation composite score, which means each domain accounts for 10% of a teacher's overall effectiveness score. Domain scores are calculated as an average of the scores on the rows within that domain. A rating of exemplary factors in as a 4, a rating of "Meets Expectations" factors in as a 3, a rating of "Approaches Expectations" factors in as a 2 and a rating of "Needs Improvement" factors in as a 1.

### Five Point Scale Conversion for Classroom Observations

Observation Composite	5 Point Conversion
3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

A whole number score of 1-5 factors in as 40% of a teacher's qualitative component score based on a teacher's mid-year and end of year evaluation conducted by their Head of School. We have found

that new teachers (whether new to teaching or simply new to Freedom Prep) acclimate to Freedom Prep's expectations across their first semester, therefore new teachers' second semester Professionalism evaluation is weighted at 60% and their first semester is weighted at 40%. Teachers in Year 2 or beyond at Freedom Prep have each semester's Professionalism evaluation weighted evenly at 50%. An average of all rows within the rubric generates a composite score for each semester. A rating of exemplary factors in as a 4, a rating of "Meets Expectations" factors in as a 3, a rating of "Approaches Expectations" factors in as a 2 and a rating of "Needs Improvement" factors in as a 1.

#### Five Point Scale Conversion for Professionalism

Professionalism Composite	5 Point Conversion
3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

#### Overall Level of Effectiveness Descriptors & Score Ranges

Descriptor	Score Range
Exemplary	4.5 – 5.0
Meets Expectations	4.0 – 4.49
Approaches Expectations	3.0 – 4.0
Needs Improvement	2.0 – 2.99
Below Expectations	0.0 – 1.99

### **CLASSROOM OBSERVATION: RUBRIC, FREQUENCY & FEEDBACK COMPONENT**

#### Design Process

Freedom Prep has implemented its own internally curated observation rubric since 2009, with key improvements made over the years based on internal learning, external best practices and available research. Review of the TEAM TN rubric has proven to be greatly beneficial in both understanding the requirements of approved Teacher Evaluation systems in the State of Tennessee and improving the quality and comprehensiveness of our internal rubric. Foundational in curating this rubric have been resources from partner charter networks across the country, namely Uncommon Schools and Achievement First, as well as partnerships with *Teach Like A Champion* and *Instruction Partners*. Review of research-proven approaches to teacher evaluation, such as Danielson (1996), has also been very helpful as we have sought to improve the impact of our rubric over the years. On top of external research, we have pared down the areas we prioritize for observation by determining the factors that have the greatest impact on student academic growth within daily lessons in our own classrooms at Freedom Prep. This is very much in line with studies cited in the TEAM TN Research

Base (*Milanowski, Odden & Youngs 1998 and Odden & Clune 1998*), which are summarized as arguing that the central purpose of any evaluation system is to raise student achievement through improving classroom instruction and that the starting place for building such a system is studying obsessively what drives achievement in the classroom. We have done just that at Freedom Prep. We take confidence in the validity of our choices within this rubric through our students' academic growth, which has ranked in the top 10% in the State of Tennessee based on TVAAS consistently since the 2011-12 school year, frequently in the top 5% and twice in the top 1%. Additionally, Freedom Prep operates more Level 5 TVAAS schools than any other Charter Management Organization in the Memphis area (3 out of 4 Freedom Prep schools), which also indicates that our blueprint and aligned trainings for developing effective teachers are able to translate beyond the confines of one school building to multiple school buildings, with different contexts, grade spans and school leaders.

## Rubric

The Freedom Prep Classroom Observation Rubric includes three Domains: Classroom Culture, Planning & Lesson Execution. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality classroom instruction across content areas and across Grades K-12.

### DOMAIN I. CLASSROOM CULTURE

CLASSROOM CULTURE	Exemplary	Meets Expectations	Approaches Expectations	Needs Improvement
<b>Focus on Academic Task</b>	95%+ of all students meet lesson activity expectations for remaining on-task throughout lesson, with or without teacher prompting. Teacher states lesson activity expectations in a way that is clear to students <i>or</i> classroom is routinized to the point where stating expectations is unnecessary.	90%+ of all students meet grade-specific expectations for voice level throughout lesson, with or without teacher prompting. Teacher states lesson activity expectations in a way that is clear to students <i>or</i> classroom is routinized to the point where stating expectations is unnecessary.	80%+ of all students meet grade-specific expectations for voice level throughout lesson, with or without teacher prompting.	Less than 80% of all students meet grade-specific expectations for voice level throughout lesson.
<b>Learning Posture</b>	95%+ of all students meet grade-appropriate expectations for posture throughout lesson, with or without teacher prompting. Many students are meeting this expectation due to their engagement in the lesson rather than compliance.	90%+ of all students meet grade-appropriate expectations for posture throughout lesson, with or without teacher prompting.	80%+ of all students meet grade-appropriate expectations for posture throughout lesson, with or without teacher prompting.	Less than 80% of all students meet grade-appropriate expectations for posture throughout lesson.

<b>CLASSROOM CULTURE</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
<b>College-Ready Voice Level</b>	95%+ of all students meet grade-appropriate expectations for voice level throughout lesson, with or without teacher prompting. Many students are meeting this expectation due to their engagement in the lesson rather than compliance.	90%+ of all students meet grade-appropriate expectations for voice level throughout lesson, with or without teacher prompting.	80%+ of all students meet grade-appropriate expectations for voice level throughout lesson, with or without teacher prompting.	Less than 80% of all students meet grade-appropriate expectations for voice level throughout lesson.
<b>Supportive Environment</b>	Teacher creates classroom environment where public moments of student error or struggle are met with visible support from fellow students without teacher prompting and are reinforced by the teacher as an opportunity for group learning. Students persevere through academic challenges and the teacher employs effective strategies to support students' perseverance, such as praising student effort, progress and risk-taking.	Teacher creates classroom environment where public moments of student error or struggle are met with visible support from fellow students, with or without teacher prompting. Students persevere through academic challenges and the teacher employs effective strategies to support students' perseverance, such as praising student effort, progress and risk-taking.	Classroom environment does not shame or otherwise demotivate students during public moments of error or struggle but also does not provide a supportive environment that ensures individual students feel supported. It is unclear whether error is viewed as a valued part of the learning process. Students persevere somewhat with academic challenges but it is unclear whether the teacher fosters this.	Public moments of student error or struggle are met with laughter by fellow students or otherwise taken as opportunities to shame or demotivate students. During challenging work, students become demotivated.
<b>Motivating Students</b>  (continued)	Through relationships, modeling excitement and intellectual curiosity, making content culturally relevant and/or effective other strategies, the teacher seeks to motivate students to bring their best effort in the day's lesson. Teacher differentiates motivation strategies based on what works best for their individual students by employing multiple strategies. Teacher notices when motivation in the room fades and makes additional attempts to motivate students.	Through relationships, modeling excitement and intellectual curiosity, making content culturally relevant and/or effective other strategies, the teacher seeks to motivate students to bring their best effort in the day's lesson. Teacher notices when motivation in the room fades and makes additional attempts to motivate students.	Through relationships, modeling excitement and intellectual curiosity, making content culturally relevant and/or effective other strategies, the teacher makes somewhat successful attempts to motivate students to bring their best effort in the day's lesson.	Teacher demonstrates little to no attempt to invest students in daily lesson.
<b>Response to Redirection</b>	All students who are prompted to change behavior by teacher meet teacher's	Most students who are prompted to change behavior by teacher meet teacher's	Teacher attempts to redirect students who are not meeting culture expectations, but this does	Teacher demonstrates little to no attempt to redirect student behavior when

<b>CLASSROOM CULTURE</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
	expectations. Teacher helps make this easy for students by utilizing least-invasive interventions, a warm-demanding tone and/or other effective strategies.	expectations. Teacher helps make this easy for students by utilizing least-invasive interventions and a warm-demanding tone or other effective strategies.	not consistently result in students meeting teacher's expectations.	expectations are not met.

## **DOMAIN II. PLANNING**

<b>PLANNING</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
<b>Daily Assessment</b>	Task demands of daily assessment align to college-ready bar (within Zone of Proximal Development & Aligned to TN Standards) and are designed to reveal key misconceptions and/or lacking skills. Daily assessment receives adequate time within daily lesson as evidenced by student completion.	Task demands of daily assessment align to college-ready bar. Daily assessment receives adequate time within daily lesson as evidenced by student completion.	Daily assessment is included and given adequate time within daily lesson but does not align to college-ready bar.	Daily assessment is excluded from daily lesson plan or skipped in execution due to lack of time.
<b>Criteria for Success</b>	Student-friendly Criteria for Success checklist is posted describing the qualities of daily assessment response that meet college-ready bar. Criteria for Success is referenced by teachers and students throughout lesson to drive improvement of student work.	Student-friendly Criteria for Success checklist is posted describing the qualities of daily assessment response that meet college-ready bar.	Criteria for Success checklist is posted describing the qualities of daily assessment response that meet college-ready bar, but language is teacher-friendly.	Criteria for Success is not created and/or unavailable to students during daily lesson.
<b>Alignment</b>	All lesson activities – from bell to bell – provide students the opportunity to master daily Criteria for Success. Task demands throughout daily lesson prepare students for task demands of daily assessment. Any activities not aligning directly to daily assessment target additional prioritized	Most lesson activities provide students the opportunity to master daily Criteria for Success. Task demands throughout daily lesson prepare students for task demands of daily assessment.	While some or most lesson activities align to task demands of daily assessment and provide opportunities to build master of Criteria for Success, students do not have enough opportunities to be successful on daily assessment.	Daily lesson activities are not aligned or mostly not aligned to daily assessment.

<b>PLANNING</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
	skills without compromising the time required to master daily lesson.			
<b>Anticipating Key Errors &amp; Misconceptions</b>	Teacher identifies the key errors and/or misconceptions that are highly likely to occur within lesson. Teacher prioritizes errors and misconceptions that are true roadblocks to student mastery of daily assessment.	Teacher identifies the key errors and/or misconceptions that are highly likely to occur within lesson, but does not prioritize the ones that are true roadblocks to student mastery of daily assessment.	Teacher identifies plausible errors and/or misconceptions, but does not prioritize the ones that are most likely to occur.	There is little to no evidence to suggest the teacher identifies or prioritizes errors and/or misconceptions as part of lesson planning process.
<b>Pre-Empting Key Errors &amp; Misconceptions</b>	Teacher creates key moments as early as possible within daily lesson to surface and pre-empt key errors and misconceptions through whole group instruction, batch feedback, aggressive monitoring or other effective strategies. Teacher preparation for student error is conceptual and thorough, allowing unforeseen common errors and misconceptions to be identified quickly and responded to effectively within daily lesson.	Teacher creates key moments in lesson prior to Independent Practice to surface and pre-empt key errors and misconceptions through whole group instruction, batch feedback, aggressive monitoring or other effective strategies.	Teacher responds to pre-identified errors and misconceptions as they surface within daily lesson but does not create opportunities within daily lesson to pre-empt them.	There is little to no evidence to suggest the teacher considers responding to errors and/or misconceptions as part of the lesson planning process.
<b>Differentiation</b>	Teacher enters daily lesson with a likely-to-succeed plan to make daily lesson activities and assessment accessible to all students. Teacher seeks additional one-on-one or small group instructional time with students needing the most academic support. Teacher also provides additional challenge to students for whom the daily lesson content does not present enough of an appropriate challenge.	Teacher enters daily lesson with a likely-to-succeed plan to make daily lesson activities and assessment accessible to all students. Teacher seeks additional one-on-one or small group instructional time with students needing the most academic support.	Teacher enters daily lesson with a plan to make daily lesson activities and assessment accessible to all students, but this plan is not likely-to-succeed.	There is little to no evidence to suggest the teacher considers differentiation as part of the lesson planning process.

### DOMAIN III. LESSON EXECUTION

<b>LESSON EXECUTION</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
<b>Student Voice</b>	80%+ of students share original thoughts or ideas verbally, either in whole group discussion, small group discussion or partner discussion	70%+ of students share original thoughts or ideas verbally, either in whole group discussion, small group discussion or partner discussion	60%+ of students share original thoughts or ideas verbally, either in whole group discussion, small group discussion or partner discussion	Less than 60% of students share original thoughts or ideas verbally, either in whole group discussion, small group discussion or partner discussion
<b>Providing Evidence &amp; Showing Work</b>	80% of students provide original evidence and/or show original work during practice opportunities or daily assessment, without teacher prompting	80% of students provide original evidence and/or show original work during practice opportunities or daily assessment, with teacher prompting	70% of students provide original evidence and/or show original work during practice opportunities or daily assessment, with or without teacher prompting	Less than 70% of students provide original evidence and/or show original work during practice opportunities or daily assessment, with or without teacher prompting
<b>Opportunities to Revise &amp; Improve</b>	Teacher provides 4+ opportunities for all students to revise & improve their original thoughts or written work. These opportunities push students towards the Criteria for Success of the lesson.	Teacher provides 2-3 opportunities for all students to revise & improve their original thoughts or written work. These opportunities push students towards the Criteria for Success of the lesson.	Teacher provides 2-3 opportunities for all students to revise & improve their original thoughts or written work. These opportunities do not specifically push students towards the Criteria for Success of the lesson but they do allow for generic improvements.	Teacher provides 1 or fewer opportunities for all students to revise & improve their original thoughts or written work.
<b>Making Revisions &amp; Improvements</b>	90% of students make revisions and improvements to their written work once individual or group feedback is given.	80% of students make revisions and improvements to their written work once individual or group feedback is given.	70% of students make revisions and improvements to their written work once individual or group feedback is given.	Less than 70% of students make revisions and improvements to their written work once individual or group feedback is given.
<b>Independent Practice</b>	All students complete 4+ independent practice opportunities <i>or</i> 15+ minutes of independent practice.	All students complete 2-3 independent practice opportunities <i>or</i> 10+ minutes of independent practice.	90% of students complete 2-3 independent practice opportunities <i>or</i> 10+ minutes of independent practice.	Less than 90% of students complete 2-3 independent practice opportunities <i>or</i> 10+ minutes of independent practice <i>or</i> those opportunities are not provided.
<b>Assessment Mastery</b>	90% of students meet or exceed Criteria for Success established for daily lesson.	80% of students meet or exceed Criteria for Success established for daily lesson.	70% of students meet or exceed Criteria for Success established for daily lesson.	Less than 70% of students meet or exceed Criteria for Success established for daily lesson.

## **Observation Frequency**

As articulated in the Overview of Freedom Prep Teacher Evaluation Framework, differentiation of observation frequency at Freedom Prep is based on teacher tenure at Freedom Prep. We have found that it is very helpful to teachers who have taught before but are new to Freedom Prep to receive as much observation as teachers who are brand new to teaching, because while their skill level is naturally higher given their prior classroom experience they do need a large amount of support as they acclimate to Freedom Prep. Given many Freedom Prep teachers are early in their teaching career, we are intentionally heavily staffed when it comes to instructional leaders who are able to provide support to teachers in terms of content and general pedagogy. That said, it is our intention for all Freedom Prep teachers to receive a large amount of support in all three Domains of our Classroom Observation Rubric.

Freedom Prep defines formal observations as observations that last the duration of one academic lesson and provide the teacher a rating on all rubric rows within all three Domains of the Classroom Observation Rubric. In keeping with TEAM TN guidelines, half of formal observations should be announced and half should be unannounced.

Mini observations are observations of 10 minutes or more that are narrower in focus and may align to as few as one rubric row within one Domain, or possibly have a focus that is specific to a content initiative, school-specific initiative or something the teacher has asked their instructional leader to observe. The purpose of mini observations is to maintain a pulse on the quality of instruction within all teachers' classrooms beyond formal observations.

The table below outlines observation frequency requirements:

Teacher	Formal Observation Frequency	Formal Observation Domains	Minutes Per School Year <i>Assuming 60 minute lesson</i>	Mini Observation Frequency
Year 1	• Four per semester	• Classroom Culture • Planning • Lesson Execution	• 480 minutes	• Weekly
Year 2	• Three per semester	• Classroom Culture • Planning • Lesson Execution	• 360 minutes	• Bi-Weekly
Year 3+	• Two per semester	• Classroom Culture • Planning • Lesson Execution	• 240 minutes	• Bi-Monthly

## **Educator Feedback Component**

Following each formal observation, each teacher will receive electronic feedback within 24 hours and sit down with their instructional leader (the observer) to debrief the observation and agree upon aligned action steps. Electronic feedback will be sent via the *Whetstone* platform, which Freedom Prep has piloted during the 2018-19 school year. Within the *Whetstone* platform the Freedom Prep Classroom Observation Rubric will be uploaded. During observations, the observer will draft the ratings. Each rubric row will include additional observation notes and/or evidence to provide necessary context on the purpose of each rating. Within 24 hours of the observation, the rubric must be finalized in *Whetstone* and sent to the teacher. During the debrief conversation, the instructional leader will share praise and observations of improvement, allow the teacher the

opportunity to ask clarifying questions about any specific ratings, and then facilitate a focused conversation around prioritized rubric rows for the teacher's development with aligned action steps.

## **PROFESSIONALISM: RUBRIC, FREQUENCY & FEEDBACK COMPONENT**

All Freedom Prep teachers receive a mid-year and end of year Professionalism evaluation from their Head of School that is coupled with a 1-on-1 feedback conversation with their Head of School. We have found this opportunity to be very impactful for both teachers and Heads of School and to have a significant impact on teacher development.

<b>PROFESSIONALISM</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Work quality and production are always high level and on time.</li> <li>• Both teaching and non-teaching FPA tasks are well planned and executed at a high level.</li> <li>• Attitude when planning and carrying out tasks in the building is always positive and encouraging.</li> <li>• Always communicates a tangible sense of urgency about the mission (i.e. through tone, movement, intensity, enthusiasm, preparation or some individualized manner).</li> <li>• Plans ahead for contingencies so when sudden changes occur resources are immediately available to manage the change.</li> </ul>	<ul style="list-style-type: none"> <li>• Work quality and production are consistently high level and on time.</li> <li>• Both teaching and non-teaching FPA tasks are consistently well planned and executed at a high level.</li> <li>• Attitude when planning and carrying out tasks in the building is consistently positive and encouraging.</li> <li>• Professional during any staff meeting and participates often.</li> <li>• Mostly communicates a sense of urgency about the mission.</li> <li>• Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Work quality and production are at times high level and timely.</li> <li>• Teaching or non-teaching FPA tasks are sometimes well planned and executed at a high level.</li> <li>• Attitude when planning and carrying out tasks in the building is only positive and encouraging at times.</li> <li>• Sometimes disengaged in staff meetings and/or participates infrequently.</li> <li>• Inconsistently communicates a sense of urgency about the mission.</li> <li>• Demonstrates frustration when faced with change but makes necessary modifications when faced with change.</li> </ul>	<ul style="list-style-type: none"> <li>• Work quality and production are not high level and timely.</li> <li>• Teaching or non-teaching FPA tasks are not well planned and executed at a high level.</li> <li>• Attitude when planning and carrying out tasks in the building is not positive and encouraging.</li> <li>• Usually disengaged in staff meetings and does not participate frequently.</li> <li>• Fails to communicate a sense of urgency about the mission.</li> <li>• Demonstrates frustration when faced with change. Is often unwilling or unable to make necessary modifications when faced with change.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• In challenging situations, always begins by asking self or others: "What does the mission require?"</li> <li>• Always keeps commitments made to students and actively holds FPA teammates to do the same.</li> <li>• Positively pushing FPA teammates and engaging them in accountable conversation when not meeting expectations for students.</li> <li>• Faithfully follows through on all agreed upon commitments.</li> </ul>	<ul style="list-style-type: none"> <li>• In challenging situations, often begins by asking self or others: "What does the mission require?"</li> <li>• Consistently follows through on all commitments made to students.</li> <li>• Positively pushing FPA teammates and engaging them in accountable conversation when not meeting expectations for students.</li> <li>• Faithfully follows through on most agreed upon commitments.</li> </ul>	<ul style="list-style-type: none"> <li>• In challenging situations, often begins by asking self or others: "What is most convenient?"</li> <li>• Follows through on some agreed upon commitments rather than all or does so grudgingly.</li> <li>• Hesitant about positively pushing FPA teammates and engaging them in accountable conversation when not meeting expectations for students.</li> <li>• Meets most deadlines and turns in all deliverables after</li> </ul>	<ul style="list-style-type: none"> <li>• In challenging situations, always begins by asking self or others: "What is most convenient?"</li> <li>• Frequently prioritizes personal needs or commitments over commitments to students.</li> <li>• Does not push FPA teammates or engage them in accountable conversations when not meeting expectations for students.</li> <li>• Rarely follows through on agreed upon commitments.</li> </ul>

<b>PROFESSIONALISM</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
	<ul style="list-style-type: none"> <li>• Consistently meets all deadlines without reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently meets all deadlines without reminders or communicates in advance when a deadline will be missed.</li> </ul>	<ul style="list-style-type: none"> <li>reminders, occasionally inconveniencing self, colleagues, school leaders, students or families.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely meets deadlines, often inconveniencing self, colleagues, school leaders, students or families.</li> <li>• After missing deadlines, occasionally chooses simply not to complete deliverables.</li> </ul>
<b>Responsibility</b>  (continued)	<ul style="list-style-type: none"> <li>• Always on time for the school day, scheduled classes, pick-up times, duty posts and meetings.</li> <li>• Attire always meets professional dress expectations.</li> <li>• Role models initiative by taking full responsibility for making sure results are achieved.</li> <li>• Puts in extra time and effort to contribute to student and school success.</li> <li>• Always willing to lead and /or pitch in with events or other school needs.</li> <li>• Meets professionalism expectations in Staff Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually on time for the school day, scheduled classes, pick-up times, duty posts and meetings.</li> <li>• Attire always meets professional dress expectations.</li> <li>• Takes initiative of their own and assumes personal responsibility for achieving results</li> <li>• Puts in sufficient time and effort to contribute to student and/or school success.</li> <li>• Often assumes additional responsibilities when necessary, especially when asked.</li> <li>• Meets professionalism expectations in Staff Handbook.</li> <li>• Willing to pitch in and help with events or school needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently on time for the school day, scheduled classes, pick-up times, duty posts and meetings.</li> <li>• Attire almost always meets professional dress expectations.</li> <li>• Takes initiative in situations that match personal strengths only.</li> <li>• Puts in nearly sufficient time and effort to contribute to student and/or school success but cuts corners on responsibilities to save time.</li> <li>• Occasionally assumes additional responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely on time for the school day, scheduled classes, pick-up times, duty posts and meetings.</li> <li>• Attire fails to meet professional dress expectations.</li> <li>• Rarely takes initiative to mitigate school issues or solve problems independently.</li> <li>• Puts in minimal time and effort to contribute to student and school success.</li> <li>• Does not assume additional responsibilities.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students.</li> <li>• Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles.</li> <li>• Formal and casual interactions with students and families demonstrate respect in language, tone, trust, and expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates frequently with families to inform them of the instructional program and student progress.</li> <li>• Makes regular, sometimes pro-active phone calls, keeping parents informed of successes and struggles.</li> <li>• Formal and casual interactions with students and families demonstrate respect in language, tone, trust, and expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates sporadically with families to inform parents of the instructional program and student progress.</li> <li>• Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive.</li> <li>• Formal or casual interactions with students or families present minor cause for concern in language, tone, trust, or expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes little or no attempt to inform families of student progress.</li> <li>• Rarely makes phone calls to parents.</li> <li>• Does not regularly return phone calls to parents.</li> <li>• Formal or casual interactions with students or families present major cause for concern in language, tone, trust, or expectation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Always positive during any staff meeting and</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with colleagues are positive</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with colleagues are uneven,</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with colleagues negatively</li> </ul>

<b>PROFESSIONALISM</b>	<b>Exemplary</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Needs Improvement</b>
<b>Community</b>	<p>participates actively. Relationships with colleagues are extremely positive, collaborative, and generous.</p> <ul style="list-style-type: none"> <li>Assumes leadership among colleagues, often supporting them and engaging in professional exchange.</li> <li>Exerts a positive influence on the entire staff.</li> <li>Leverages relationships with FPA teammates, students, and families to achievement common goals.</li> </ul>	<p>and collaborative.</p> <ul style="list-style-type: none"> <li>Regularly engages in professional exchange with colleagues.</li> <li>Upbeat, positive and does not complain often.</li> <li>Establishes and maintains strong relationships with FPA staff, students and families.</li> </ul>	<p>and collaboration is not consistently evident.</p> <ul style="list-style-type: none"> <li>Occasionally engages in professional exchange with colleagues.</li> <li>Inconsistently manages relationships with FPA teammates, students, or families.</li> <li>Can be negative and or complain about school, job, and kids.</li> </ul>	<p>affect the working environment, and collaboration is not evident.</p> <ul style="list-style-type: none"> <li>Rarely engages in professional exchange with colleagues.</li> <li>Does not see the importance or actively prioritize relationships with FPA teammates, students, and families.</li> <li>Complains frequently and is negative about the school/job/kids.</li> </ul>
<b>Professional Development Participation and Implementation</b>	<ul style="list-style-type: none"> <li>Has a consistent presence in professional development workshops.</li> <li>Actively seeks out and implements professional development strategies in his/her classroom.</li> <li>Takes full advantage of practice opportunities in PD.</li> <li>Successfully and quickly implements strategies presented in workshops in lesson plans and lesson execution.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in professional development workshops.</li> <li>Actively seeks out and implements professional development strategies in his/her classroom.</li> <li>Utilizes practice opportunities in PD.</li> <li>Successfully implements strategies presented in workshops in lesson plans and lesson execution.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes participates actively in professional development workshops.</li> <li>Occasionally seeks out and implements professional development strategies in his/her classroom.</li> <li>Occasionally uses PD opportunities for practice.</li> <li>Sometimes implements strategies presented in workshops, but does so inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Not an active participant in professional development workshops.</li> <li>Does not take steps to seek out or utilize professional development strategies.</li> <li>Inconsistently or ineffectively uses PD opportunities for practice.</li> <li>Rarely implements new strategies presented in workshops.</li> </ul>
<b>Openness to Feedback</b>	<ul style="list-style-type: none"> <li>Consistently seeks leader's support at appropriate times.</li> <li>Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude.</li> <li>Immediately implements feedback from school leaders and instructional leaders.</li> <li>Frequently seeks additional opportunities for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes seeks leader's support at appropriate times.</li> <li>Reflects upon and responds to feedback with openness.</li> <li>Implements feedback from school leaders and instructional leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks leader's support infrequently, or not at appropriate times.</li> <li>Inconsistently reflects upon and responds to feedback or does not always have an open attitude.</li> <li>Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Does not seek leader's support at necessary times.</li> <li>Does not reflect upon or respond to feedback and does not accept feedback with openness.</li> <li>Does not implement feedback from school leaders or instructional leaders.</li> </ul>
<b>"No Excuses with Empathy" Mindset</b>	<ul style="list-style-type: none"> <li>Consistently holds students to high Academic and Culture expectations.</li> <li>Has a deep understanding of students' life circumstances, while</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes holds students to high Academic and Culture expectations.</li> <li>Sometimes has a deep understanding of students' life circumstances, while</li> </ul>	<ul style="list-style-type: none"> <li>Infrequently holds students to high Academic and Culture expectations</li> <li>Frequently sees students' life circumstances as an excuse to not push</li> </ul>	<ul style="list-style-type: none"> <li>Does not hold students to high Academic and Culture expectations.</li> <li>Sees students life circumstances as an excuse not to push achievement</li> </ul>

PROFESSIONALISM	Exemplary	Meets Expectations	Approaches Expectations	Needs Improvement
	<p>continuing to push students to be their best selves.</p> <ul style="list-style-type: none"> <li>Creates strong relationships with students and families as a lever for student achievement.</li> <li>Recognizes the circumstances in our Westwood/Whitehaven community as opportunities for growth.</li> </ul>	<p>continuing to push students to be their best selves.</p> <ul style="list-style-type: none"> <li>Sometimes creates strong relationships with students and families as a lever for student achievement.</li> <li>Sometimes recognizes the circumstances in our Westwood/Whitehaven community as opportunities for growth.</li> </ul>	achievement. <ul style="list-style-type: none"> <li>Infrequently creates strong relationships with students and families as a lever for student achievement</li> <li>Infrequently recognizes the circumstances in our Westwood/Whitehaven community as opportunities for growth.</li> </ul>	<ul style="list-style-type: none"> <li>Does not create strong relationships with students and families.</li> <li>Sees circumstances in our Westwood/Whitehaven community as deficits.</li> </ul>
<b>Ownership of FPA Mission</b>	<ul style="list-style-type: none"> <li>Exudes a “Whatever It Takes” mentality by willingly taking on tasks beyond his/her role.</li> <li>Always takes full ownership of FPA initiatives and internalizes practices as his/her own.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes displays a “Whatever It Takes” mentality by willingly taking on tasks beyond his/her role.</li> <li>Takes full ownership of FPA initiatives and internalizes practices as his/her own.</li> </ul>	<ul style="list-style-type: none"> <li>Reluctantly takes on tasks beyond his/her role.</li> <li>Assumes some degree of ownership of FPA initiatives and implements in his/her classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Does not take on tasks beyond his/her role.</li> <li>Does not often assume ownership of FPA initiatives.</li> </ul>

## EVALUATOR CERTIFICATION

All Freedom Prep Instructional Leaders and Heads of School must successfully complete Freedom Prep Evaluator Certification Training in Summer 2019 in order to be certified evaluators within the Freedom Prep Teacher Evaluation Framework. Evaluator Training will focus on 5 key components. Upon successful completion of training and demonstrated mastery in embedded score norming practices, participants will earn FPA Evaluator Certification.

Component	Training Objective	Training Sessions
<b>Teacher Evaluation Framework</b>	Evaluators will be able to explain the components and calculation methods of all measures within the Freedom Prep Teacher Evaluation Framework	FPA Evaluation Overview (1 hour)  Calculation Method Practice (.5 hours)
<b>Component</b>	<b>Training Objective</b>	<b>Training Sessions</b>
<b>Classroom Culture Domain</b>	Evaluators will be able to accurately evaluate the Classroom Culture Domain of the Freedom Prep Classroom Observation Rubric	Classroom Culture Domain Overview (.5 hours)  Row Deep Dive: Supportive Environment (1 hour)  Video Review & Score Norming (2 hours)
<b>Planning Domain</b>	Evaluators will be able to accurately evaluate the Planning Domain of the Freedom Prep Classroom Observation Rubric	Classroom Culture Domain Overview (.5 hours)  Row Deep Dive #1: Daily Assessment, Criteria for Success & Alignment (1.5 hours)  Row Deep Dive #2: Anticipating & Preempting Key Errors & Misconceptions (1.5 hours)

		Lesson Plan Review & Score Norming (2 hours)
<b>Component</b>	<b>Training Objective</b>	<b>Training Sessions</b>
<b>Lesson Execution Domain</b>	Evaluators will be able to accurately evaluate the Lesson Execution Domain of the Freedom Prep Classroom Observation Rubric	Classroom Culture Domain Overview (.5 hours) Row Deep Dive #1: Student Voice, Providing Evidence & Showing Work (1.5 hours) Row Deep Dive #2: Revising & Improving Work (1.5 hours) Video Review & Score Norming (2 hours)
<b>Professionalism</b>	Evaluators will be able to accurately evaluate teachers using the Freedom Prep Professionalism Rubric	Professionalism Rubric Overview (1 hour) Case Studies & Score Norming (2 hours)

Beyond initial training experiences, the Chief Schools Officer, Chief Academic Officer and Heads of School will conduct score norming and score verification once per instructional quarter with each instructional leader throughout school year to ensure fair scoring of Domains within Freedom Prep Classroom Observation Rubric. The Chief Schools Officer and Chief Academic Officer will conduct one score norming and score verification with each Head of School during mid-year and end of year professionalism evaluations.

## **Freedom Prep Principal (Head of School) Evaluation Framework**

### **OVERVIEW OF FREEDOM PREP PRINCIPAL EVALUATION FRAMEWORK**

All component weights are consistent with TDOE practices. All student growth and student achievement measures follow TDOE guidance listed in the Achievement Measure Worksheet.

<b>Student Growth 35%</b>	Student Growth serves as 35% of the composite and is based on school-wide TVAAS.
<b>Student Achievement 15%</b>	Student achievement serves as 15% of the composite and is based on a variety of assessment categories and types, as documented in TDOE's Achievement Measure Worksheet.
<b>Qualitative Component 50%</b>	The qualitative component of the principal evaluation is based on evaluations from a certified evaluator and counts as 50% of the evaluation framework. The rubric used is the Freedom Prep Leadership Framework, and evaluations are conducted Quarterly by the Chief Schools Officer. Each quarterly evaluation accounts for 25% of the overall qualitative component score.

## **OVERALL LEVEL OF EFFECTIVENESS CALCULATION METHOD**

### Student Growth & Student Achievement (50%)

All practices regarding the calculation of Student Growth & Student Achievement are consistent with the TDOE & TEAM frameworks.

### Quarterly Leadership Framework Evaluations (50%)

A whole number score of 1-5 factors in as 50% of a teacher's overall effectiveness score based on a composite of the four quarterly leadership framework evaluations. Each of the four quarterly evaluations is given one composite score that is an average of the score on all rubric rows.

Five Point Scale Conversion for Leader Rubric Evaluations

Evaluation Composite	5 Point Conversion
3.5 – 4.0	5
3.0 – 3.5	4
2.5 – 2.99	3
2.0 – 2.49	2
1.0 – 1.99	1

### Overall Level of Effectiveness Descriptors & Score Ranges

By weighting equally the 1-5 score for Leader Rubric Evaluations and Student Achievement, one number 1-5 will emerge as the overall Level of Effectiveness score for the Principal. The applicable Descriptors and Score Ranges are outlined below.

Descriptor	Score Range
Exemplary	4.5 – 5.0
Meets Expectations	4.0 – 4.49
Approaches Expectations	3.0 – 4.0
Needs Improvement	2.0 – 2.99
Below Expectations	0.0 – 1.99

## **LEADER EVALUATION FRAMEWORK: RUBRIC, FREQUENCY & FEEDBACK COMPONENT**

### Rubric

The Freedom Prep Leadership Framework includes four Domains: Leading the Team, Driving Results, Setting Culture & Learning in Leadership. Each Domain includes rubric rows that outline Freedom Prep's vision for the non-negotiables of high quality leadership in the Principal role across all Freedom Prep schools.

**FREEDOM PREPARATORY ACADEMY  
MULTI-LEVEL LEADERSHIP FRAMEWORK**

LEADING THE TEAM	
Building Relationships	4. Strategically uses positive, professional, and authentic relationships as the key lever in successfully driving results. Actively builds and maintains a positive culture among FPA staff, student, and families. Serves as a bridge-builder where relational barriers exist. 3. Drives results by building trust and fostering positive working relationships with school staff rather than heavy reliance on title and command-driven leadership. Actively builds and maintains a positive FPA staff, student, and family culture. 2. Relies on top-heavy accountability rather than relationship to drive results or inadequately leverages relationships to drive results. 1. Prioritizes administrative tasks and/or planning over taking time to build productive relationships with teachers, students, or families. Or builds relationships with teachers/students that are unproductive/counterproductive to positive school culture.
	4. Goes above and beyond daily in his/her commitment to helping teachers get better faster. Without prompting creates and modifies teacher coaching plans that are strategic, replicable, and drive student results. 3. Leads with growth mindset and believes all teachers can grow. Helps teachers get better faster by strategically implementing targeted, sustained, and effective coaching plans that drives student results. 2. Implements strategic teacher coaching plans but struggles to adequately address gaps or overcome technical/relational barriers to drive student outcomes. May struggle with fixed mindsets about teacher ability and rely more on hiring than development. 1. Fails to effectively grow teachers due to fixed mindset, ineffective planning, inconsistent coaching, absence of relationship, or lack of focus on results. Possibly demonstrates frustration when faced with barriers or changes.
	4. Exemplifies and holds teammates accountable to the high FPA expectations of positive mindset and exemplary performance of daily classroom and school-wide tasks. Creates a positive feedback-rich environment where accountability is not the charge of one individual but a mutually shared responsibility among all staff. 3. Holds teammates accountable to the high FPA expectations of positive mindset and exemplary performance of daily classroom and school-wide tasks. Builds accountability through inspiration, relationship, and support rather than fear of consequence. 2. Attempts to hold teammates accountable but does so with threat of consequence or misses key opportunities to hold teachers accountable due to conflict avoidance, relational boundaries, lack of ownership of adult culture, etc. 1. Does not hold staff members accountable for daily performance or positive culture.
	DRIVING RESULTS
Talent Development	4- Goes above and beyond to drive towards outcomes through motivating, supporting, and coaching teachers. Models initiative “with whatever it takes” actions and taking responsibility for making sure results are achieved. 3- Sets high but reachable goals that challenge teachers, self and students to excel. Does not confuse effort with results. Makes necessary sacrifices to achieve results and does so without hesitation. 2- Encourages self, teachers, and students to work hard by stressing the importance of achieving results, but does so at times without an organized plan, with hesitation, or without full ownership. 1- Focuses more on effort than results, rarely engages in goal setting with teachers/students, or does not take ownership of outcomes.
	4. Creates/routinely communicates to staff a clear vision of academic success and effectively supports teachers in building a culturally strong, feedback-rich classroom environments where both student production and student learning are maximized. Leader plans with contingencies in mind, flexibly manages direction shifts, and coaches teachers with patience and urgency. 3. Routinely communicates (and may at times create) a clear vision of academic success for staff. Leader effectively supports teachers in building a culturally strong, feedback-rich classroom environments. Leader flexibly manages direction shifts and coaches teachers with patience and urgency. 2. May communicate a vision of academic success to staff and is working to better support teachers in establishing a culturally strong, feedback-rich classroom environment where student work and student learning are maximized. 1. Does not communicate a vision of academic success to staff or struggles (due to skill or lack of relationship) to support teachers in establishing a culturally strong, feedback-rich classroom environment where student work and student learning are maximized.
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<b>Progress Monitoring</b>	4. Regularly communicates to team members, teachers/students teachers or students) regarding progress toward goals at key milestones and coaches them on how to adjust their efforts in order to assure on time completion.
	3. Regularly monitors teacher/student progress by comparing actual progress to planned milestones and adjusts accordingly, holding self and others accountable for achieving intended outcomes.
	2. Assesses teacher/student progress periodically but without a concise system. Meets deadlines but may do so by putting in extra effort at the end to catch up.
	1. Fails to assess progress throughout projects and misses deadlines as a result.
<b>Data-Driven Decisions</b>	4. Establishes and maintains school-wide cultural practice of teachers and leaders identifying and tracking the most appropriate data to inform school decisions. Always provides team with statistical data at meetings and check-ins to help drive conversation.
	3. Routinely tracks and appropriately utilizes data to inform school decisions. Routinely provides team with statistical data at meetings and check-ins to help drive conversation. Distinguishes when anecdotal rather than statistical data is needed.
	2. Demonstrates capacity for data-informed decision-making in meetings but inconsistently tracks or uses data to direct daily work. May overly rely on anecdotal rather than statistical data to inform daily work.
	1. Makes daily and long-term leadership decisions without data.
<b>Follow Through</b>	4. Consistently delivers beyond initial commitments on or ahead of schedule. Holds others, including those with no direct supervisory relationship, accountable for follow up and follow through.
	3. Follows through on commitments and promises with an appropriate sense of urgency.
	2. Typically fulfills promises made to parents, teachers and students, and the Principal but may be late with some commitments or over commit and fall short in some areas.
	1. Frequently overcommits or fails to follow through on commitments to parents, students, teachers, colleagues or manager.
<b>Backwards Planning</b>	4. Establishes a staff-wide culture of effectively casting a clear vision and creating sequential, actionable plans with the end in mind
	3. Maintains a clear overall vision of their successful school, begins with the end in mind, and plans the actionable steps needed to reach the stated goal.
	2. Launches into tasks with some level of vision, desired outcome in mind, and action plan.
	1. Launches into tasks without a clear vision, a desired outcome, or a sequential action plan.
	<b>SETTING CULTURE</b>
<b>Strengthening Family Engagement</b>	4. Goes above and beyond to proactively involve parents in the academic lives of the students and in the life of FPA. Establishes a staff culture that proactively engages FPA families.
	3. Proactively involve parents in the academic lives of the students and in the life of the school itself.
	2. Engages FPA families but does so reactively
	1. Does not engage with FPA parents, does so with hesitation, or demonstrates frustration in the process
<b>Pushing Behavioral Expectations</b>	4. Uses every opportunity to set, uphold, and enforce behavioral expectations throughout the school by routinely narrating the positive, being seen looking, and swiftly addressing unacceptable behavior. Motivates and holds all staff accountable for pushing behavioral expectations every moment of the school day.
	3. Routinely sets, upholds, and enforces behavioral expectations throughout the school by routinely narrating the positive, being seen looking, and swiftly addressing unacceptable behavior. Motivates and holds staff accountable for pushing behavioral expectations every moment of the school day.

	<p>2. Sets and upholds behavior expectations but does not consistently hold staff accountable for doing the same.</p> <p>1. Misses multiple opportunities or abdicates self from the common space or classroom responsibility as a leader to uphold behavior expectations.</p>
Celebrating Achievement	<p>4. Establishes a team-wide celebratory culture where FPA teachers, staff members, and students are frequently and routinely (publicly/privately) acknowledged for academic inputs, growth, and achievement.</p> <p>3. Frequently and routinely (publicly/privately) acknowledges FPA teachers, staff members, and students for academic inputs, growth, and achievement.</p> <p>2. Celebrates FPA teachers, staff members, and students for academic inputs, growth, and achievement however could do so more strategically by selecting more public rather than private acknowledgements or thoughtfully highlighting the most mission-critical moves.</p> <p>1. Misses multiple key opportunities to (publicly/privately) acknowledge FPA teachers, staff members, and students for academic inputs, growth, and achievement.</p>
Promoting Student Ownership	<p>4. Cultivates a team-wide environment where students themselves show an interest in upholding the school values, promoting to the cultural norms, meeting high academic expectations, and living out the Freedom Prep mission.</p> <p>3. Effectively cultivates among students an interest in upholding the school values, promoting to the cultural norms, meeting high academic expectations, and living out the Freedom Prep mission.</p> <p>2. Promotes school values, norms, and high academic expectations but often relies on top down leadership rather than student ownership.</p> <p>1. Uses top down leadership rather than student ownership to uphold school values, norms, and high academic expectations</p>
Prioritizing Purpose Over Power	<p>4. Establishes/promotes and staff-wide culture of leading with the mission first, grounding all school/staff/ student decisions in the “why”, and consistently make the “why” visible to teammates.</p> <p>3. Effectively leads with the mission first, grounding all school/staff/ student decisions in the “why”, and consistently make the “why” visible to teammates.</p> <p>2. At times, will communicate the “why” behind the tasks and decisions or may do so lacking sincerity, honesty, or good cause.</p> <p>1. Relies on to task and title-driven management using deadlines and pending consequence as key levers for completion/compliance.</p>
<b>LEARNING IN LEADERSHIP</b>	
Ownership of Learning	<p>4. Establishes a leadership team dynamic where leaders actively sharpen skillset by revisiting prior knowledge, internalizing new concepts/ideologies in PD, and strategically working them into individual leadership styles. Leader always finds “the 3<sup>rd</sup> way” (Honeybadger Approach)</p> <p>3. Actively sharpens skillset by revisiting prior knowledge, internalizing new concepts/ideologies in PD, and strategically working them into personal leadership styles. Leader always finds “the 3<sup>rd</sup> way”.</p> <p>2. Internalizes new information and implements strategy but does so reactively or with frustration or impatience.</p> <p>1. May appear disengaged in professional development, resistant to FPA shifts, or slow to implementation.</p>
Consistent Reflection	<p>4- Treats every success and failure as a learning opportunity. Reflects on own behavior, seeks out the root causes of successes and failures to avoid future failures, and makes improvements even when others are satisfied.</p> <p>3- Takes responsibility for behavior, mistakes, and results. Learns from successes and failures by conducting a thorough analysis of the causes of results.</p> <p>2- Demonstrates an ability to learn from mistakes, but is still learning how to consistently analyze events and situations to produce a more desirable outcome.</p>

	1- Becomes defensive or focuses on outside factors when given feedback. Appears reluctant to learn from mistakes or successes. Does not take responsibility for unfavorable results.
Engagement in Professional Development	4. Establishes/promotes an active rather than passive learning culture in leader PD. Actively contributes to the learning environment through asking questions, responding with answers, exuding positivity, taking intellectual and social risks, staying on tasks, completing PD tasks, and offering encouragement to teammates.
	3. Actively contributes to the learning environment through asking questions, responding with answers, exuding positivity, taking intellectual and social risks, staying on tasks, completing PD tasks, and offering encouragement to teammates.
	2. At times contributes to the learning environment through asking questions, responding with answers, exuding positivity, taking intellectual and social risks, staying on tasks, completing PD tasks, and offering encouragement to teammates. At times seeks to challenge shared information rather than identify “3 <sup>rd</sup> way”.
	1. May appear disengaged in professional development, resistant to FPA shifts, or distrustful of presented information/process.
Practice Makes Permanent	4. Establishes/promotes a safe, inconsequential learning environment where practice is the key tool for learning and teaching. Leader seeks and participates in continuous at-bats using effective teaching strategies until the strategies themselves become routinized.
	3. Leader seeks and participates in continuous at-bats using effective teaching strategies until the strategies themselves become routinized.
	2. Often performs leadership tasks well, but does not seek or participate in at-bats to hone and refine skill.
	1. Resistant to practice-“Iverson Approach”
Resilience	4- Integrates learning from overcoming past obstacles and creates policies or processes so that others who encounter similar challenges will find it easier to successfully overcome the same challenges. Remains positive and optimistic throughout the process.
	3- Demonstrates tenacity for extended periods, persevering through significant challenges to reach short-term goals. Remains positive and optimistic throughout the process.
	2- May appear overwhelmed at first, but eventually overcomes obstacles effectively by expending extra effort when needed and seeking creative solutions to problems.
	1- Is easily discouraged by obstacles. Instead of seeking solutions finds blame or looks to others to find a solution.

**Table 17. FPA Multi-level Leadership Framework**

### Quarterly Principal Evaluation Meetings

Prior to the end of each of the four instructional quarters, the Chief Schools Officer conducts an evaluation conversation with each Head of School. Twenty-four hours prior to the start time of the debrief meeting, the Chief Schools Officer sends the completed evaluation document to the Head of School and the Head of School sends a completed Self-Evaluation document to the Chief Schools Officer. In the debrief conversation, growth is acknowledged, differences in rubric row ratings are discussed and areas of focus for the next instructional quarter are prioritized. Action steps aligning to selected priority area for growth are set and agreed upon with corresponding learning experiences.

### Evaluator Certification

The only evaluator of principals at Freedom Prep Charter Schools will be the Chief Schools Officer. The Chief Schools Officer has been and, in the event of a new Chief Schools Officer, will be selected by the Chief Executive Officer through a rigorous hiring process ensuring the individual in the Chief Schools Officer role is capable of and worthy of the responsibility of evaluating principals. The Chief Schools Officer has created this proposed framework and has already utilized this framework with Freedom Prep Charter Schools’ principals with strong results. To ensure

appropriate checks are in place, the Chief Schools Officer' evaluations will be reviewed by the Chief People Officer of Freedom Prep Charter Schools for feedback on a quarterly basis. Beyond this, we train extensively with high-performing organizations in the sector to ensure our lens on leader development is sharp, including Building Excellent Schools, Uncommon School, Achievement First and the Pahara Institute, among others. Freedom Prep Charter Schools happily submits to any additional training or processes recommended by TDOE to ensure we are able to continue utilizing our principal evaluation framework.

### *Financial Plan: Section 3.4*

## **FINANCIAL PLAN AND CAPACITY**

Freedom Preparatory Academy currently operates four charter schools with two different authorizers, Shelby County Schools and the Achievement School District. While both authorizers have different reporting requirements and timelines, generally speaking, the compliance for state and federal accounting and reporting requirements between the two are very similar. As a result, Freedom Preparatory Academy is very familiar with how to implement a compliance-oriented accounting and reporting environment for multiple schools and anticipates limited difficulty implementing for the middle school being proposed. In FY 2014, Freedom Preparatory Academy launched its Central Office. With the help of EdTec, the back-office firm Freedom Prep previously contracted with, Freedom Preparatory Academy was able to centralize its financial management within its Central Office. In FY 2015, Freedom Preparatory Academy internalized the back office accounting services, including accounting, purchasing, payables and payroll.

Freedom Preparatory Academy submits annual reports in compliance with the state approved chart of accounts coding structure. It currently follows practices consistent with federal cost reimbursement programs such as Title I, Title II and IDEA. In years when Freedom Preparatory Academy or its network of schools will expend more than \$500,000 in federal funding, Freedom Preparatory Academy will engage its audit firm to conduct an A-133 audit to meet federal grant spending compliance. To date, Freedom Prep has had no audit issues with state and federal accounting and reporting, it has met the required GASB reporting requirements, and it is in good standing with both authorizers.

## **Systems, Processes and Personnel**

In July of 2015, Freedom Prep internalized all financial back office support for its Central Office and Schools with the hiring of their CFO and accounting manager. All back office accounting functions are performed by the CFO, Accounting Manager, AP Clerk / General Accountant and Payroll Clerk / General Accountant, including but not limited to: purchasing, invoice payment, account reconciliation, vendor management, maintenance of accounting records, payroll processing and preparation of financial statements. Freedom Preparatory Academy, records and processes all invoices, securing approvals for payments by the school Deans of Operations for school related purchases and the purchase initiator for expenses at the Central Office, following approver threshold requirements. In July 2016, Freedom Prep began to process payroll internally, utilizing PayChex to including but not limited to, employer tax calculation, elective and mandated processing deductions. In 2018, Freedom Prep changed payroll processing vendors and began to use Paylocity for all payroll processing and reporting. These records conform to the generally accepted accounting principles, as promulgated by GASB. They are tracked using an enterprise accounting system, Intacct. The current financial policies and procedures in place at Freedom Prep have been included as well.

When Freedom Prep has engaged an audit firm, the accounting department of Freedom Prep ensures the audit firm has access to all necessary financial information and records. Said work and records are maintained and organized contemporaneously to facilitate a smoother audit process. During the course of the audit, any other requests by the audit firm are directed to the Accounting Manager, who will field them to the accounting staff, as deemed appropriate. After the audit is complete, the CEO and CFO review the audit report and management letter. Should the audit

report or management letter include any findings, the CEO and CFO work together to address said findings and implement corrective action as necessary.

Freedom Prep's financial organization is lead by Charlise E. Clark Gwin, the Chief Financial Officer for Freedom Preparatory Academy Charter Schools. Prior to joining Freedom Prep, Charlise was the Financial Controller of the Central Distribution Center of Thomas & Betts, Inc. (a wholly owned subsidiary of ABB, Inc.), headquartered in Memphis. Prior to Thomas & Betts, she worked in various finance & audit roles with Altria Corporate Services (parent Company for Philip Morris). Upon graduation from the University of Minnesota, Charlise began her career as an external auditor with Arthur Andersen LLP, formerly one of the "Big Five" accounting firms (along with PricewaterhouseCoopers, Deloitte Touche Tohmatsu, Ernst & Young, and KPMG), the firm had provided auditing, tax, and consulting services to large corporations. Charlise holds her BSB in Accounting from the University of Minnesota, Twin Cities Campus and obtained her CPA in Minneapolis, MN.

The members of the accounting and operations team have a combined 40 years of accounting and operations experience. All key accounting and operations personnel hold degrees (Masters, MBA's and bachelors) in accounting from their respective college or university. Their combined years of experience in the accounting profession making them both competent and qualified to enforce and implement the accounting policies, controls and procedures needed to ensure the successful management of an accounting department and operations organization.

## **Network Fiscal Health**

At the end of FY 2018, Freedom Preparatory Academy operated 4 schools (under 3 charters), 2 elementary, 1 middle and 1 high school. As a network, Freedom Preparatory Academy reported during SY 2018: \$20.1M in gross revenue and \$18.4M of expenses, resulting in net income of \$698k. Elementary School #1 reported net income of \$712k; Elementary School #2 reported net income of \$287K; Middle School #1 / High School #1 (one charter) reported a combined net income of \$469k. At that time our Elementary School #2 was in its second year of existence and growth, and our high school was at its second year of full growth (9-12). All of the schools within the Freedom Prep network are operating strong financially and are not nor have been in risk of bankruptcy.

## **Full Implementation and Theory of Action**

The best evidence that the proposed budget is adequate to ensure that the Freedom Preparatory Academy model can be implemented fully is the fact that it is currently being successfully implemented with its 4 existing schools, authorized by the Achievement School District and Shelby County Schools. The proposed budget plan draws on staffing and spending approaches being currently implemented in a K through 5 and a 6 through 8 setting, which is reflective of our existing Elementary School (operating since 2014) and Middle School (operating since 2009) models. Because of the schools successful longevity of each model, Freedom Preparatory Academy feels comfortable that the budget and model can be replicated. In addition, Freedom Prep has validated this proposed budget via an extensive strategic budget plan that was developed to solicit an investment from the Charter School Growth Fund. In the course of developing this strategic budget plan, Freedom Preparatory Academy mapped out a financial roadmap for how to ultimately open and launch six new schools, including the one operating under the Achievement School District, as well as the 3 schools operating under Shelby County School District. Ultimately, Freedom Preparatory Academy was successful in securing a \$6.7M investment from the Charter School

Growth Fund during FY 2015, to be used to subsidize both the scale up of Freedom Prep's Central Office, as well as providing assistance to each school it opens to scale up. In addition, Freedom Prep has been successful in securing the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant for \$4.3M

The proposed budget calls for 1 teacher per 30 students, per grade, ensuring a 30:1 student to teacher model. The budget also calls for a Head of School, a Dean (Students / Academics) and a Dean of Operations in year 1. This staffing model can prove to be expensive in the early stages of operations. By leveraging its Charter School Growth Fund commitment to subsidize this model in early years, Freedom Preparatory Academy is implementing its theory of action: implementing our leadership model at the onset of the school, allows our leaders to effectively focus on culture, academics and behavior consecutively, which is critical to ensuring that students entering Freedom Prep or any of its schools can quick reach and surpass grade level proficiency in the ultimate pursuit of preparing students to be not only successful in college, but to be successful in life and in their respective communities.

### **Student Enrollment and BEP Projections (Revenue)**

Student enrollment assumptions are 90 students per grade level in K through 5 and 120 students per grade level in grades 6 through 8, with Freedom Preparatory Academy having a projected enrollment of 300 in FY 2021, grades K, 1 and 6. In FY 2022, Freedom Preparatory Academy would recruit a new class of 90 kindergarten students' and 120 6th grade students and recruit to backfill any students lost to attrition in our raising 1st, 2nd and 7th grades.

The Basic Education Program (BEP) rate assumption for FY 2020, which serves as the base rate for future year assumptions through FY 2024, has been assumed at \$8,702 per average daily membership (ADM) or average enrollment. This is currently the BEP funding rate advised by SCS charter schools, plus an additional \$298 for schools providing transportation. Year over year, the BEP rate is assumed to increase at least 2%, which is consistent with most recent trends in the BEP rate. The 2% assumed increase in the BEP rate year over year would ultimately lead to a BEP rate in FY 2025 that was approximately 8% higher than the BEP rate in FY 2021, which is also consistent with the historical trends around the BEP funding rates. Freedom Preparatory Academy has managed the assumed increase of the BEP rate with an offsetting assumed increase to payroll spending and other areas of the budget. Separate from this, Freedom Preparatory Academy has included an assumption of \$400 per student for the BEP Capital Outlay component that comes directly from the state to defray facility costs incurred.

### **All Anticipated Funding Sources**

In addition to the BEP and BEP Capital Outlay assumptions, Freedom Preparatory Academy has included assumptions for the public funding sources Title I based on guidance received from SCS funding levels and the appropriate drivers, including an assumed Free and Reduced Lunch percentage of 90%. National School Lunch Program funding has been included and the daily amount per student aligns roughly with the breakfast and lunch meal reimbursement rates for free students. An E-Rate assumption has not been included, but assuming Freedom Preparatory Academy participates more broadly in E-Rate across its network of schools, Freedom Prep will add this to the revenue sources.

The only non-public resource assumed in the budget is a \$997k in years 0 and 1 subsidization from the Charter School Growth Fund. As mentioned earlier, Freedom Prep has received a \$6.7M commitment from the Charter School Growth Fund to support the scale up of its Central Office and implement its model and theory of action even when schools are just starting out.

## All Anticipated Expenditures

Across the 5-year outlook, the financial picture is good for Freedom Preparatory Academy. With the operating budget expected to reach full scale by year 5, from a \$3.5M+ budget to a \$7.9M+ budget, Freedom Preparatory demonstrates ability to scale in the longer term. Operating income is anticipated to be positive in all years. Some flattening of expenses will have to occur in an otherwise relatively flat funding environment when expenses naturally tend to increase over time. The reserve that the proposed school would be able to develop by the end of the 5th year is projected to be approximately \$5M, which assumes the school continues to rent a facility versus purchasing.

In terms of staffing, personnel numbers are expected to grow from 30 staff in FY 2021 to 80 staff in FY 2025 the year in which the school reaches full scale. Biggest area of staffing growth is among instructional staff year over year, with average lead teacher salaries starting at \$45K.

A 2% year over year increase has been budgeted for COLA in years 1 through 3 and an 8% increase is budgeted in years 4+. All the standard employer taxes and benefits have been budgeted for: Social Security at 5.69% of salaries; Medicare at 1.45% of salaries; 4% of the first \$9K per employee per calendar year for state unemployment insurance, retirement (TCRS) costs budgeted using FY 2018 trend to salary 8.24%. Health insurance has been budgeted using FY 2018 trends, 9.91%, including vision and dental.

As far as the other key expenses, such as instructional materials, supplies, furniture, student & adult technology, professional development, etc., Freedom Prep has included a robust amount of spending on a per student basis that adequately reflects all of these programmatic and operational requirements, based on our historical costs / contracted rates previously established for the network across similar sized and structured schools. The largest expenses include its expense for the renovation of leased space. This budgeted amount is consistent with current space that Freedom Prep leases. Janitorial services have been budgeted at \$1.65/square foot, which is consistent with the current contracted level at existing Freedom Preparatory Academy facilities, with utilities at \$1.70/square foot. Bussing is a major expense as well, representing approximately 3% of budgeted expenses in a given year, with the expectation that at least half of the student body will need bussing services. The proposed school's budget also includes a management fee equal to 10% revenue in each year to go to the Central Office to provide additional support and access to key items like insurance, technology support, and instructional and curriculum support that are otherwise not included in the school level budget.

All told, the average spend per student is expected to be around \$11.8K in FY 2021 but then level off around \$8.8K at full enrollment.

## Contingency Plans

The major precipitator of lower funding is usually lower enrollment. So, in the event that initial trends indicate that the BEP allocation for the year will be lower because of initial enrollment, discretionary resources will be diverted towards recruitment and targeted outreach for late and mid-year enrollments. Because the BEP weights ADM 70% during the 1st part of the 2nd half of the

year, Freedom Prep Academy will be able to have some time for additional enrollments to come in without significant deterioration of its projected revenues.

Even so, Freedom Preparatory Academy recognizes that some things are not in their control, such as a decline in the BEP funding rate or an increase in enrollment of students with high needs / disabilities. In the event that there is a decline from projected revenues, both Freedom Preparatory Academy leadership and the board of directors will look to evaluate areas for reduction. Specifically, they will look at focusing reductions that do not impact instructional programming or are otherwise vital to Freedom Prep's theory of action with regards to student preparation for college and life. Some measures would include reevaluating vendor relationships, potentially asking for scope reductions across non-essential services in exchange for pricing concessions or discounts. Other measures might include delaying or deferring the hiring of non-instructional roles until a later time, such as limiting the amount of campus aides hired, currently a wish list role.

In the event our students with special needs populations increases, Freedom Prep will engage the vendors and resources that are currently utilized to service any additional special populations students we may have that we are unable to support with our internal resources.

As discussed earlier, Freedom Preparatory Academy has received a commitment for \$6.7M in CSGF funding to support the scale up of its Central Office and subsidize the new schools it opens to implement the Freedom Prep model even from the onset. The projected budget calls for using approximately \$997K of that funding for these proposed schools. One contingency option is Freedom Prep could also decide to backfill any funding gaps in a given year by either increasing the amount of CSGF money it is allocating to a particular school or it could redistribute/realign the schedule for when that funding is applied towards the school. For example, Freedom Prep has assumed it will cost about \$370,000 during the incubation year to get the appropriate staff and facilities in place. In the event that there is a greater need and the Freedom Prep team believes it is still in line with the overall plan and budget, they could potentially accelerate more money for a future year to the proposed school earlier. Conversely, if the school doesn't spend what it planned to spend, that money can be set aside to form a rainy day fund of sorts for the proposed school to tap into in future bad budget years.

## **Idle / Reserve Funds**

Freedom Preparatory Academy has adopted financial policies that require it to maintain bank accounts, which are FDIC insured. Freedom Prep currently banks with Simmons Bank and Pinnacle Financial Partners, which are members of the State of Tennessee Collateral Pool. Participation in this pool provides additional security for deposits in excess of FDIC insurance limits. Said accounts are not speculative instruments, but rather basic business checking and savings accounts; the latter earns interest at less than 0.1% per year. In addition to its basic checking account, Freedom Preparatory Academy has available cash in a highly liquid money market account.

Periodically, the Freedom Preparatory Board, in consultation with its finance committee, CFO, and its banking representatives, will evaluate additional banking instruments to maximize interest earnings on available funds, while maintaining security of said funds and ensuring continued liquidity. It was this process that ultimately drove the decision to open a money market savings account to maximize interest earning potential.

In conjunction with this, when Freedom Preparatory Academy's reserves reach levels greater than 10% of its operating budget, both network leadership and the board of directors look for opportunities to invest and expand the impact of their schools, including but not limited to providing additional resources for students, investing in staffing and hire in anticipation of future initiatives, and key investments in school infrastructure and equipment. However, because Freedom Preparatory Academy plans to open 1 other school after this proposed charter, there is an emphasis on saving as much cash for future investments, facilities, and other major cash expenses associated with a growing organization.

### **Independent Annual Audit**

On an annual basis, all charter schools in the state of Tennessee must contract with an independent, approved certified public accountant or accounting firm to complete the audit of the school's financial statements and issue an unqualified opinion on the representation of those statements. Freedom Preparatory Academy has complied with this requirement since its inception and it will continue to adhere to this requirement. Each spring, the finance committee issues a request for proposals from audit firms, with special attention to cost, as well as reputation, experience, and expertise with charter school finance. After it secures proposals, in conjunction with recommendations from school staff an audit firm is selected.

## **4.1 PAST PERFORMANCE**

Freedom Preparatory Academy is a growing network of high-performing, college-preparatory charter schools in southwest Memphis. Built on the success of the flagship 6-12 school in 2009, the network seeks to grow from the highest performing school in Westwood/Whitehaven to two K-12 feeder patterns (four elementary schools and two 6-12 schools) across two zip codes in south Memphis that will serve nearly 3,000 students annually by 2024.

FPA was founded as the first Building Excellent Schools (BES) site in Tennessee and now serves nearly 1600 students in grades pre k-12. Since inception, the school has proven that the Freedom Prep approach can close the achievement gap and prepare previously under-served students for college.

FPA is a network of high quality, high performing academic programs and is distinctive for several reasons:

FPA is concentrated on a cluster of communities that have suffered severe economic decline and decreasing population. Of the 14 elementary and middle schools open in the community in 2009, 12 scored in the lowest 5% of schools in the state. Since, many of these schools have closed for under-enrollment or remained on the priority list for persistent low performance.

FPA has a distinctive approach to culture that has been compared by stakeholders to that found in the most prestigious private schools. The standards for behavior and student ownership are exceedingly high, with remarkable levels of buy-in from students, parents, and staff.

FPA has historically focused on a deeper impact within a smaller cluster of communities rather than growing a network across the region. Our commitment to the southwest Memphis community remains as strong as ever. We seek to expand into the Binghampton community to meet the need for additional K-8 seats identified by Shelby County Schools and in light of the saturation of schools in the Southwest Memphis community, also as identified by Shelby County Schools.

FPA is heavily influenced by the cultural and academic practices of Uncommon Schools and Building Excellent Schools (BES) and particularly North Star Academy in Newark, NJ, making it the only school in the region with this influence. In addition to adopting cultural practices, data protocols, and even staffing models, all leadership candidates participate in BES leadership training and residencies in Uncommon Schools as an element of their development for leadership at FPA.

FPA has demonstrated exceptional operational and fiscal health over the 10 years of its operation. The school has been awarded nearly \$14.5M in private philanthropy and competitive grants, such as the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant of \$4.3M. Stakeholder survey and student and staff retention data underpin the network's superior operational and programmatic approach, with more than 95% of each stakeholder group reporting they are satisfied or very satisfied with the FPS program.

## **Mission**

Freedom Preparatory Academy Charter School prepares all students in grades pre k-12 to excel in college and in life. We accomplish our mission through a highly structured, academically rigorous environment where students master the core subjects, develop advanced academic skills and demonstrate the school's core values of Respect, Responsibility, Integrity, Excellence, and Community.

Freedom Preparatory Academy Charter School ("Freedom Prep") is founded and firmly committed to three core beliefs that drive us towards our ultimate goal of academic excellence for every student:

- I. All students deserve a high quality public education that prepares them for the rigorous demands of college and the professional world beyond.
- II. A strong foundation in character development is essential to preparing all students to excel in education and the professional world. This character education includes adherence to the core values of: Respect, Responsibility, Integrity, Excellence, and Community.
- III. Direct exposure to a diverse array of enrichment opportunities and experiences, outside of the individual student's world of experience, provides each student with the self- confidence and social knowledge needed to be competitive in the world.

We seek not only to prepare our students to be successful in college and in life, but also to close the achievement gap still evident in our city. To meet these goals, our educational program focuses on intense and rigorous instruction to prepare students academically. We also work to create strong citizens with a wealth of experience through our character education program and expansive enrichment opportunities. We emphatically adhere to and hold our students to highly rigorous standards to ensure that they are prepared to compete globally.

We believe that education is our modern day civil rights struggle. To that end, our goal is to measurably and dramatically close the achievement gap in Memphis between racially and economically disparate students. Currently, in the city of Memphis, we have an economic gap that is ultimately tied to the achievement gap in our communities. As Shelby County Schools, Memphis families, and community stakeholders seek to aggressively improve the quality of education in every corner of the city, there exists a clear and compelling need for a mission-driven, community-based, and high quality educational option with a proven record like Freedom Preparatory Academy Charter Schools.

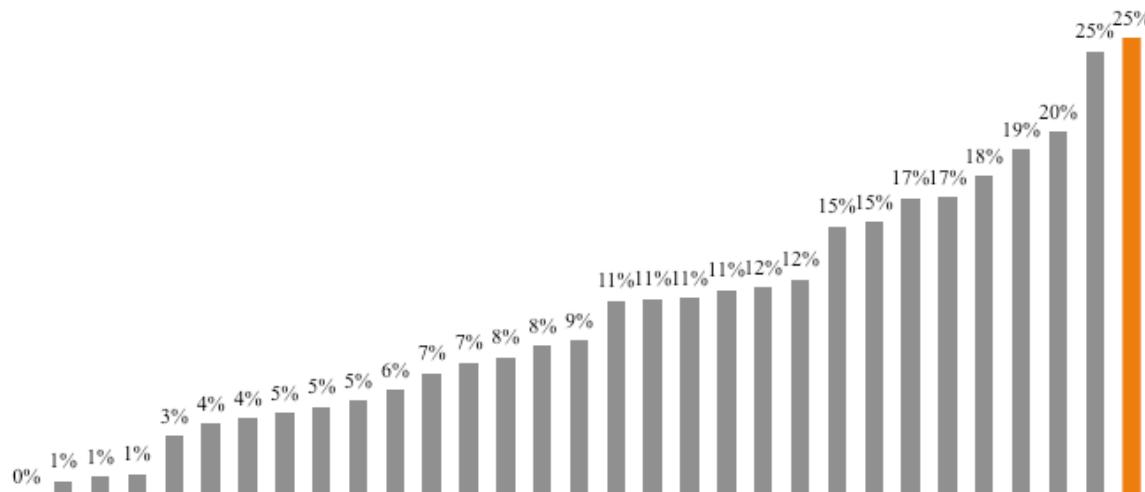
FPA has officially taken residence among the highest performing non-optional academic programs in the city of Memphis. With approximately 1800 students in grades PreK-12 across 5 schools and 4 campuses, Freedom Prep is resolved in its commitment to provide a high quality educational opportunity to an increasing number of Memphis students and families.

Now in our 10<sup>th</sup> year of active service of Memphis' families, FPA has:

- ➊ Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.

- Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18

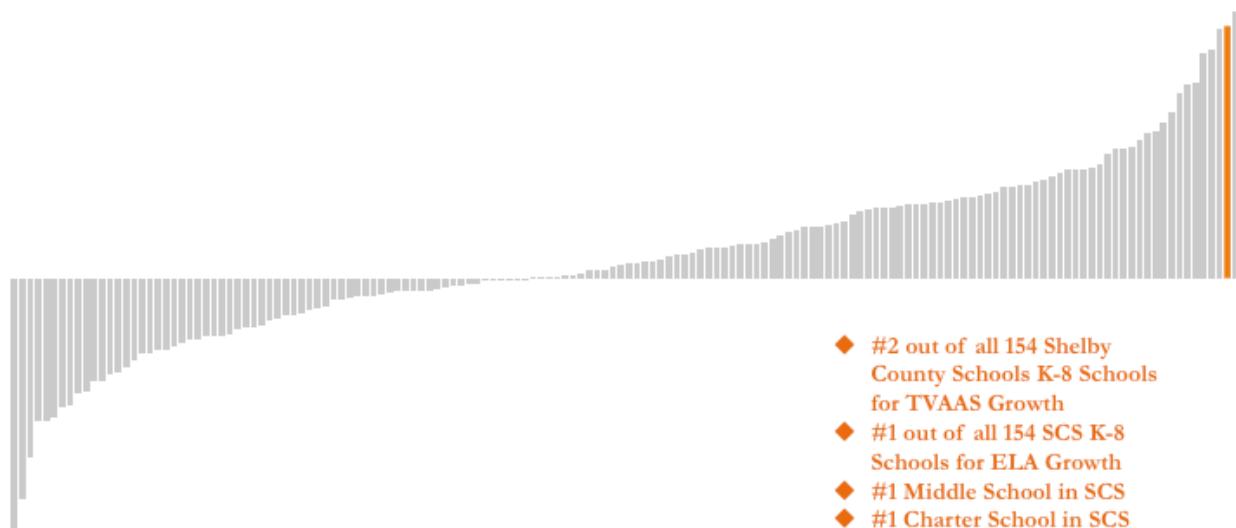
### **2017-18 Overall High School Exam Proficiency Rate All Non-Selective High Schools in Shelby County Schools**



\***Overall Proficiency Rate** = Total Proficient Exams / Total Exams Taken  
Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

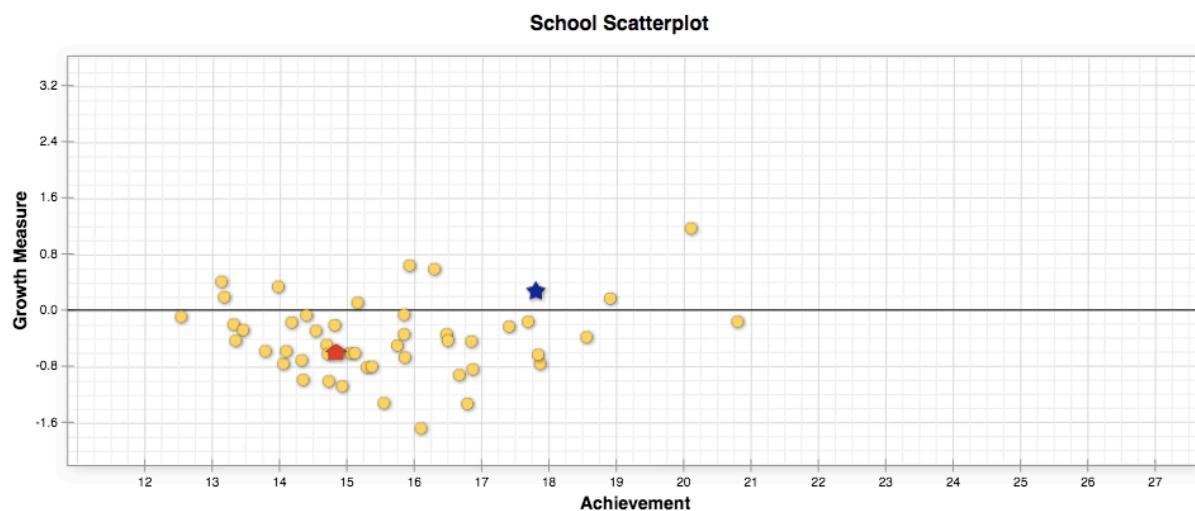
- Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

- ⌚ Exceeded local ACT performance consistently. The chart below shows 2018 ACT achievement & growth. (Freedom Prep is represented by the blue star. The red icon represents the high school nearest our proposed location in Binghampton.)



- ⌚ Seen 100% of its first three graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- ⌚ Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and our 2018-19 internal data

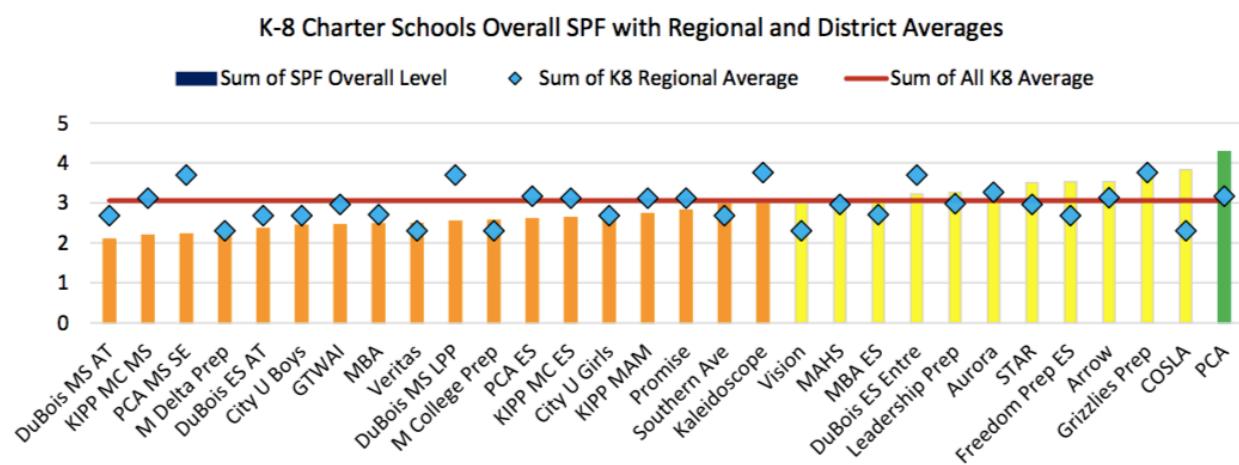
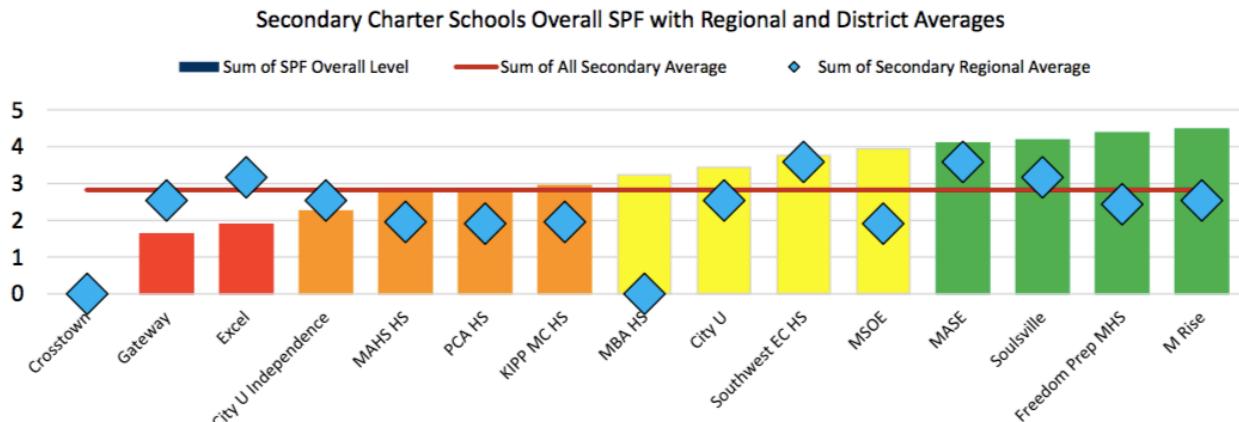
- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	Network Average
<b>Freedom Prep</b>	5	5	5	3				4.5
<b>Operator #2</b>	5	3						4.0
<b>Operator #3</b>	5	3	2					3.3
<b>Operator #4</b>	5	3	2					3.3
<b>Operator #5</b>	5	4	3	3	3	1		3.2
<b>Operator #6</b>	5	5	3	3	2	1	1	2.9
<b>Operator #7</b>	5	1	1					2.3
<b>Operator #8</b>	5	1	1	1				2.0

Based on families' desire for college-preparatory education, limited access to high-performing non-optimal schools, and the operational, fiscal, and programmatic health of the organization over its 10 years of operation, FPA has established a growth plan that will enable the network to achieve a deeper impact in the target communities by exponentially increasing the percentage of residents who are college-bound. The proposed charter, if approved, will officially launch a third Freedom Prep K-8 pipeline to college preparation while meeting Shelby County Schools' established need for additional K-8 seats in the Binghampton community.

### **Successful Program as Evidenced by SCS School Performance Framework**

FPA Flagship Middle & High School Campus and FPA Elementary School Campus both received high marks in 2017-18 relative to the comparative 6-12 and K-8 Charters, respectively, as evidenced by the charts below. Additionally, these charts show that Freedom Prep outperformed the SCS regional average in its school group for both existing SCS FPA Charters. These charts come from the *SCS-Authorized Charter Schools Annual Report* released January 2019.



## Successful Program as Evidenced by 10-Year Renewal Process

Freedom Prep also takes confidence in the quality of our program by Shelby County Schools' decision to renew our Flagship Campus' charter this year, during which Freedom Prep received the highest ratings of any renewed school.

## Successful Program as Evidenced by High School Results

While Freedom Prep is not proposing grades 9-12 in this charter application, the performance of Freedom Prep High School speaks to the overall strength of Freedom Prep Charter Schools, and it is also relevant to this application given that exiting 8<sup>th</sup> graders from Freedom Preparatory Academy – Binghamton Campus would certainly choose to enter Freedom Prep High School as 9<sup>th</sup> graders in the fall of 2023. The data points below highlight the performance of Freedom Prep High School:

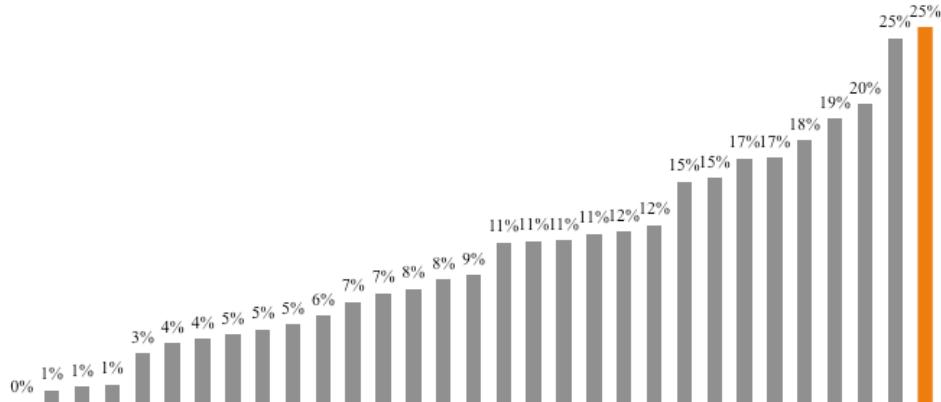
- Freedom Prep High School has earned 100% acceptance to 4-year colleges and universities across each of its first three graduating classes, including the Class of 2019. The Class of 2019 alone has been admitted to the following schools:

Agnes Scott College	Harris Stowe State University	Southwestern University (TX)
Alabama A&M University	Hendrix College	Spelman College
Alabama State University	Howard University	Spring Hill College
Albion College	Hurston-Tillotson University	Stillman College

Art Academy of Cincinnati	Indiana State University	Syracuse University
Alcorn State University	Jackson State University	Tennessee State University
Arizona State University	Johnson C. Smith University	Tuskegee University
Ashland University	Johnson and Wales University	University of Arkansas, Pine Bluff
Austin Peay State University	Lane College	University of Maryland Shore
Barton University	Langston University	University of Memphis
Bellarmine University	Lee University	University of Minnesota- Twin Cities
Belmont University	LeMoyne-Owen College	University of Missouri
Birmingham Southern College	Life University	University of Missouri- St. Louis
Blue Mountain College	Lincoln University	University of Nevada, Las Vegas
Carleton College	Lindenwood University	University of South Alabama
Centenary College	Lipscomb University	University of Southern California
Centre College	Long Island University	University of Tennessee, Knoxville
Central State University	Middle Tennessee State University	University of Tennessee, Martin
Central Washington University	Millsaps College	Virginia State University
Christian Brothers University	Mississippi State University	Voorhees College
Clark Atlanta University	Missouri University of Science and Technology	Washington University in St. Louis
Columbia College, Chicago	Morehouse College	West Virginia University
Dartmouth College	Murray State University	Western Kentucky University
Davenport University	Norwich University	Xavier University of Louisiana
Depaw University	Oglethorpe University	
Dillard University	Paine College	
Drew University	Paul Quinn College	
Drexel University	Philander Smith College	
Eastern Kentucky University	Robert Morris University	
Eastern Michigan University	Rhodes College	
East Tennessee State University	Rust College	
Georgetown College	Seton Hall University	
Georgia State University	Southeast Missouri State University	
Fisk University	Southern A&M University	
	Southwest Tennessee Community College	

- Freedom Prep High School students have earned the highest Exam Success Rate of all Shelby County Schools charter schools in 2015-16, 2016-17 and 2017-18. In 2017-18, Freedom Prep EOC Success Rate was the highest out of all non-selective high schools in Shelby County Schools

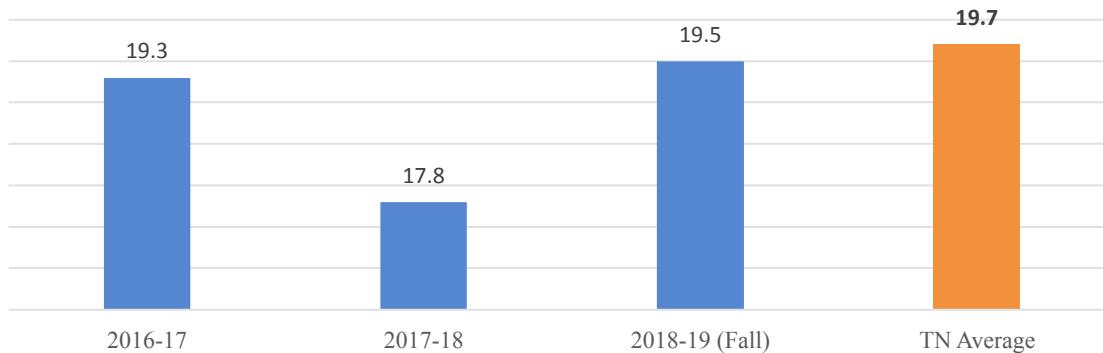
**2017-18 Overall High School Exam Proficiency Rate  
All Non-Selective High Schools in Shelby County Schools**



\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken  
Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

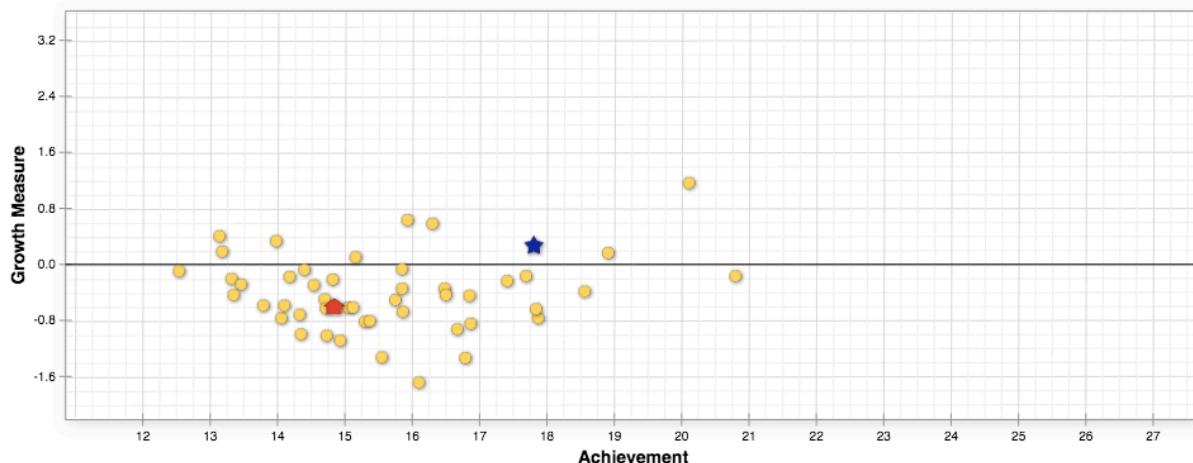
- ⌚ Freedom Prep High School students have improved performance on the ACT across our first three graduating classes, with the Class of 2019 nearly reaching the State of Tennessee average from 2018.

**FPA 12th Grade ACT Composite Average Scores**



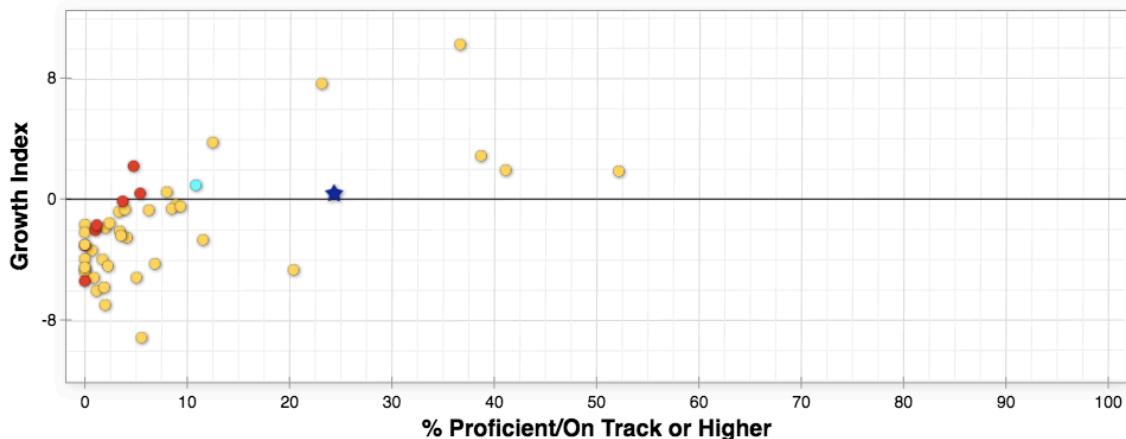
- ⌚ Freedom Prep High School students performed very favorably relative to all Shelby County Schools high schools for both growth and achievement. Freedom Prep High School performed extremely favorably relative to the one high school operating in the proposed area of Freedom Preparatory Academy – Binghampton Campus. The blue star represents Freedom Prep High School. The red icon represents the high school currently operating in Binghampton.

**School Scatterplot**

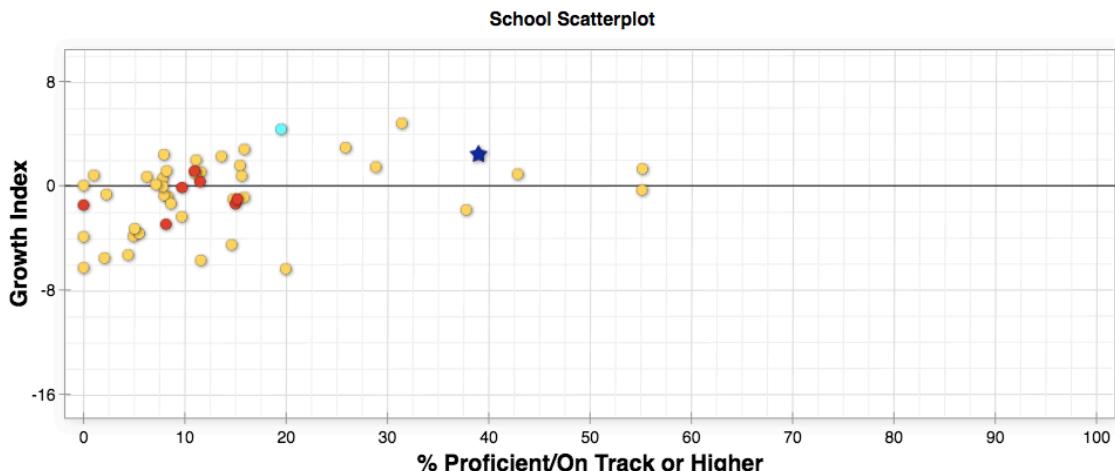


- ⌚ In the culminating Math TN Ready exam, Algebra II, Freedom Prep High School significantly outperforms schools in the Westwood & Whitehaven neighborhoods and ranks as one of the top performing schools out of all Shelby County Schools. The blue star represents Freedom Prep. The light blue dot represents selective admission Shelby County Schools high schools in Southwest Memphis. The red dots represent non-selective admission Shelby County Schools high schools in Southwest Memphis.

**School Scatterplot**



- ⌚ In the culminating ELA TN Ready exam, English III, Freedom Prep High School significantly outperforms schools in the Westwood & Whitehaven neighborhoods and ranks as one of the top performing schools out of all Shelby County Schools. The blue star represents Freedom Prep. The light blue dot represents selective admission Shelby County Schools high schools in Southwest Memphis. The red dots represent non-selective admission Shelby County Schools high schools in Southwest Memphis.



- ⌚ Additional detail regarding Freedom Prep High School's historical academic performance is offered in course-by-course fashion in the 2018 application included with this charter application, but is being removed from this application in favor of additional space spent expanding upon our Grades K-8 results (given this is an application for a proposed K-8 school).

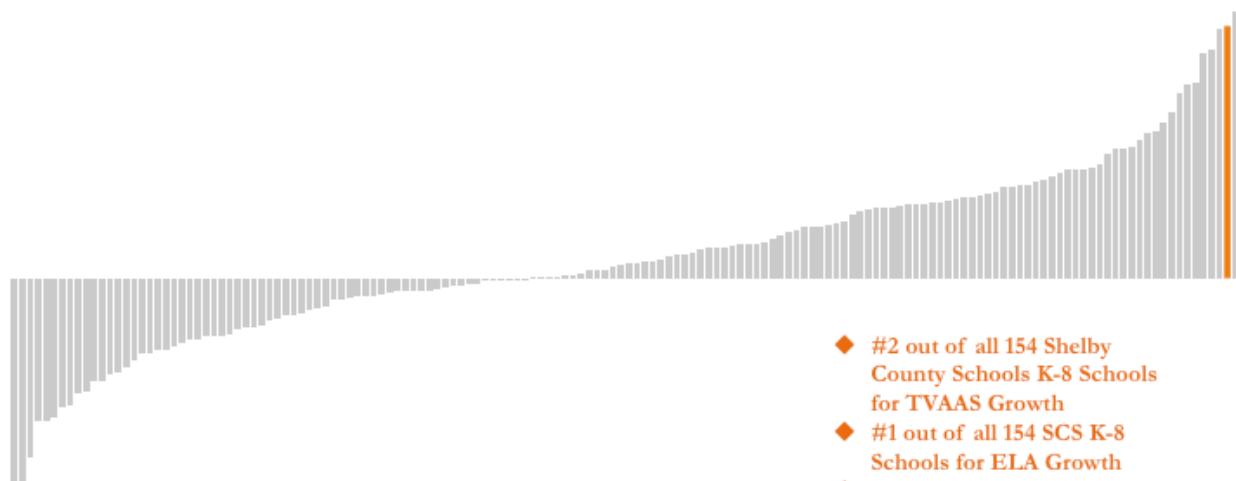
### Successful Program as Evidenced by Middle School Results

Freedom Prep's impressive academic performance is shared at both the high school and middle school levels. Since its inception as a middle school in 2009, the stated and implied mission of Freedom Preparatory Academy Charter Schools has been *"to prepare all students in grades PK-12 to excel in college and life,"* and by every tested academic and cultural measure, the Freedom Prep program is deemed successful.

The data points below highlight the performance of Freedom Prep middle school students in comparison to their peers in our current neighborhoods, in Shelby County Schools and in the State of Tennessee:

- ⌚ Freedom Prep Flagship Middle School performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- ⌚ Freedom Prep Flagship Middle School achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

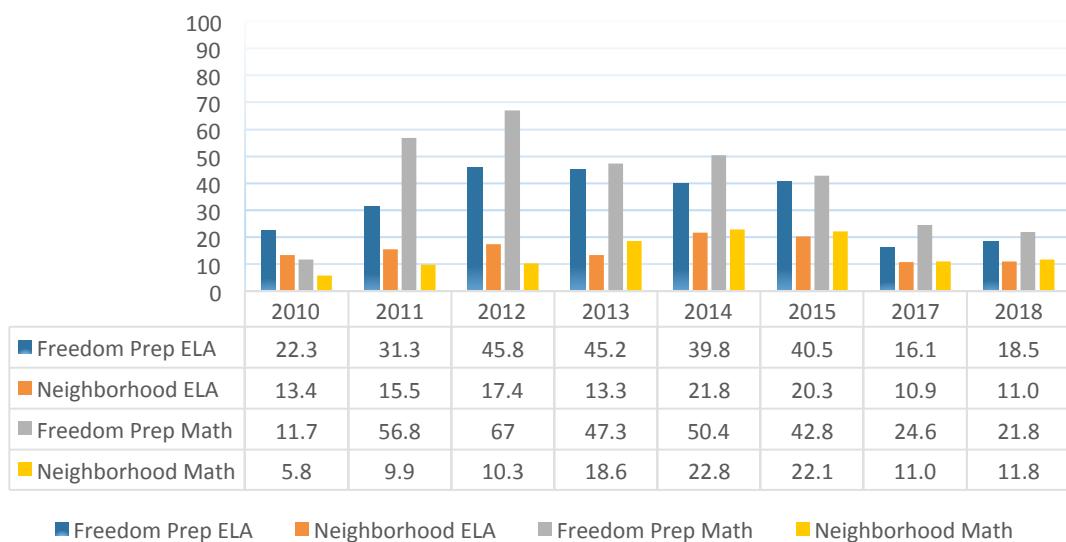
## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

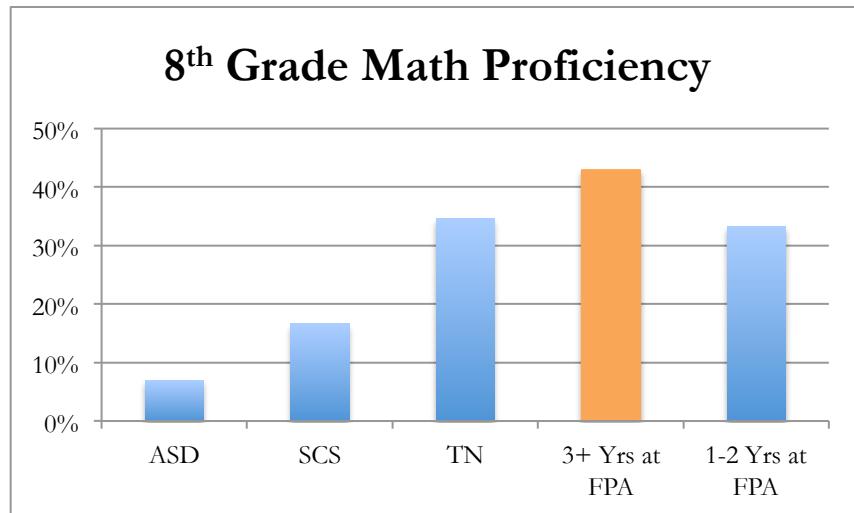
- ⌚ Freedom Prep Flagship Middle School students have performed above the neighborhood average for non-selective schools consistently since our founding in 2009, providing a stronger academic choice for families than the other options in our neighborhood:

### FPA Performance Compared to Neighborhood Schools



- ⌚ Freedom Prep middle school students earned a TVAAS Level 5 in all subjects in 2017-18

- Freedom Prep 8<sup>th</sup> graders enrolled in Algebra 1 passed at a rate of 83% in 2017-18, ranking at the 96<sup>th</sup> percentile in Shelby County Schools amongst all schools where 8<sup>th</sup> graders enrolled in Algebra 1. Even more significantly, 8<sup>th</sup> grade students enrolled at Freedom Prep 3 or more years exceeded the State of Tennessee average in math.

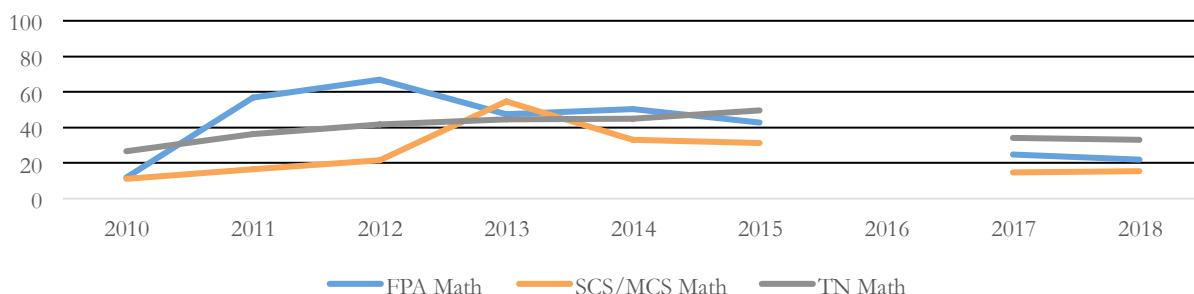


- Freedom Prep students ranked above the 50<sup>th</sup> percentile in Shelby County Schools on all TN Ready Math & ELA assessments in 2017-18

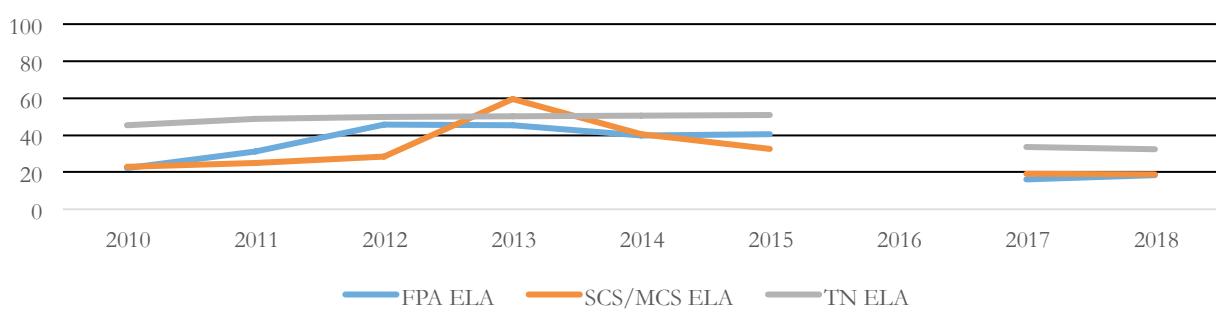
	Math	ELA
6 <sup>th</sup> Grade	60 <sup>th</sup> Percentile	66 <sup>th</sup> Percentile
7 <sup>th</sup> Grade	62 <sup>nd</sup> Percentile	64 <sup>th</sup> Percentile
8 <sup>th</sup> Grade	93 <sup>rd</sup> Percentile	76 <sup>th</sup> Percentile
Algebra 1	96 <sup>th</sup> Percentile	

While these data points speak to the strength of our middle school academic program, and while there are areas where Freedom Prep's middle school academic results are exceptional, we remain dissatisfied with our overall results. In terms of overall proficiency, Freedom Prep has historically hovered between the district and state average, at times dipping slightly below the district average. It is our urgent focus through the academic program improvements discussed in section 2.11 to move beyond exceptional growth and achieve the exceptional proficiency rates we know our students can achieve.

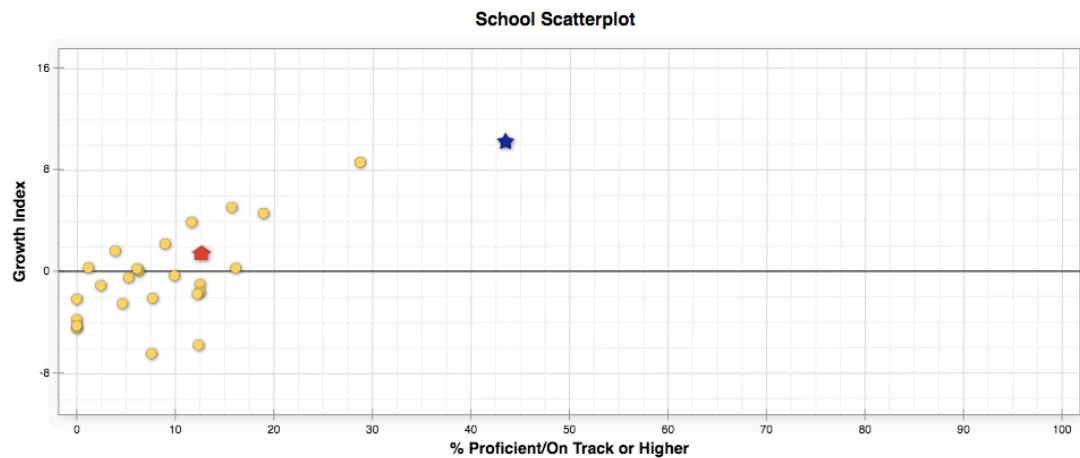
### 2010-2018 Math TNReady Performance



### 2010-2018 ELA TNReady Performance



While our middle school proficiency leaves us internally at Freedom Prep dissatisfied and urgently working for stronger results, our exit grade proficiency relative to the local charter market, including Binghampton, proves that Freedom Prep is an important school choice to be made available to families in Binghampton. The scatterplots below show Freedom Prep's achievement and growth relative to all local charters in both the Achievement School District and Shelby County Schools. The blue star represents freedom Prep. The red icon represents the only charter operator in Binghampton.

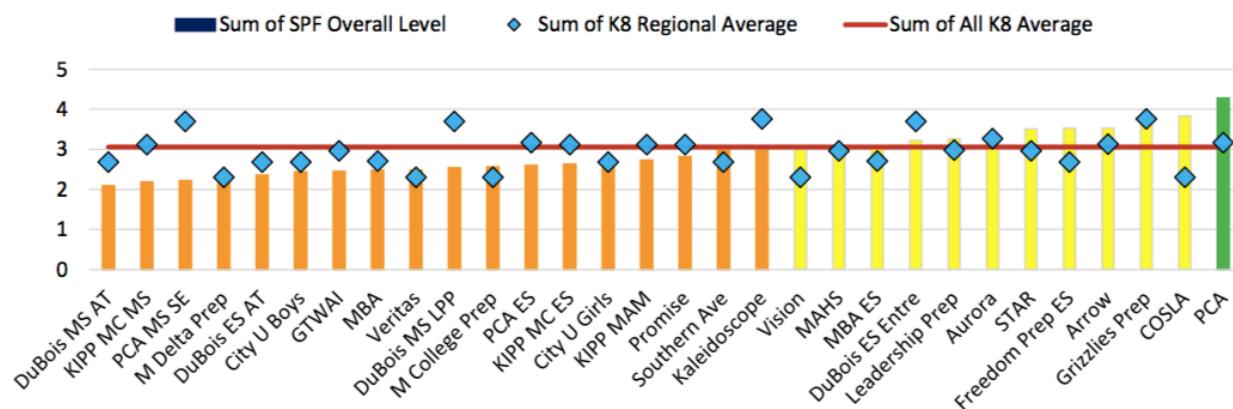


## Successful Program as Evidenced by Elementary School Results

Freedom Prep opened the doors to its first elementary school in the Fall of 2014 through the Achievement School District. Historically having operated only middle and high schools, Freedom Prep had a steep learning curve to climb to ensure Freedom Prep elementary schools truly set the academic foundation for students to excel in college and in life. While this was made even more difficult by having to establish our elementary school model within the complexity of a turnaround context, we are proud to currently operate two elementary schools (one in the Achievement School District, one in Shelby County Schools), both of which are on an extremely positive academic trajectory. The data points below highlight the performance of Freedom Prep elementary school students:

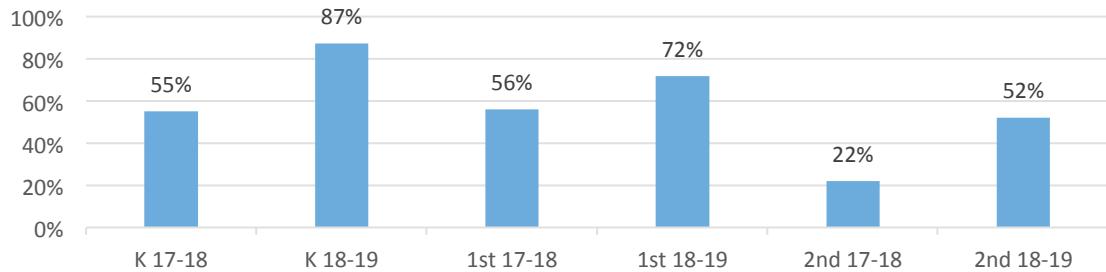
- ⌚ Freedom Preparatory Academy Elementary School (SCS) earned a TVAAS Level 5 in its first year of state-testing in 2017-18.
- ⌚ Freedom Preparatory Academy Elementary School (SCS) ranked 5<sup>th</sup> out of 30 charter schools on the 2017-18 K-8 School Performance Framework

**K-8 Charter Schools Overall SPF with Regional and District Averages**

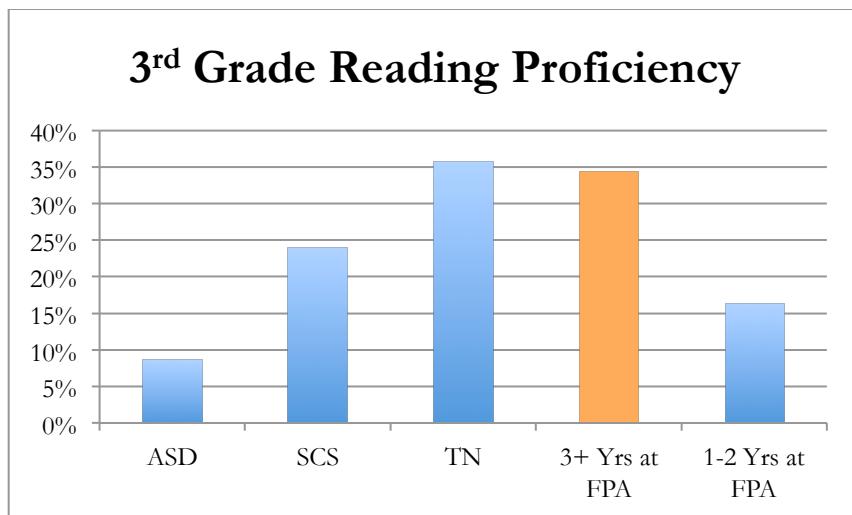


- ⌚ Freedom Preparatory Academy Elementary School (ASD) earned a TVAAS Level 3 in 2017-18, up from a TVAAS Level 1 in 2016-17. Projections from year-over-year internal assessment data strongly suggest this school will earn a TVAAS Level 5 in 2018-19.
- ⌚ Grades K-2 Reading data as measured by the STEP assessment has increased significantly across the Freedom Prep network in 2018-19, a change accomplished through a curriculum change, daily schedule change, improved teacher development and improved leader development

## 2017-18 Final STEP Data vs. 2018-19 Final STEP Projections (% On Grade-Level)



- ④ In 2017-18, Freedom Preparatory Academy Elementary School (ASD) achieved the highest 3<sup>rd</sup> Grade ELA Proficiency in the Achievement School District. This is significant because that group of students were our founding Kindergarteners at the school in 2014-15. This indicates we will see our proficiency increase dramatically as students who started Freedom Prep in Kindergarten matriculate all the way through upper elementary.
- ④ In 2017-18, Freedom Preparatory Academy Elementary School (ASD) 3<sup>rd</sup> graders who have attended Freedom Prep since Kindergarten nearly performed at the State of Tennessee average for proficiency.



While the above data points speak to the strengths of Freedom Prep's elementary academic model, many of the readily available public data points for TN Ready in Grades 3-5 do not showcase the strength of Freedom Prep's academic model. This is because aside from the 2017-18 3<sup>rd</sup> graders at Freedom Prep's ASD elementary school there have been no cohorts of students in Grades 3-5 to date at a Freedom Prep school to have matriculated all the way through Grades K-2 prior to entering Grades 3-5. This year both the 3<sup>rd</sup> and 4<sup>th</sup> graders at our ASD elementary school include students who entered Freedom Prep in Kindergarten. Given our SCS elementary school opened in 2016, that school's founding Kindergarteners are now 2<sup>nd</sup> graders, meaning it will not be until next

school year (2019-20) that any students in upper elementary at our SCS school began Freedom Prep in Kindergarten. Our 2017-18 3<sup>rd</sup> grade reading proficiency being the highest in the ASD proves that as Freedom Prep students who began in Kindergarten matriculate all the way through Grades K-5, Freedom Prep will see a dramatic increase in Grades 3-5 proficiency. Given almost all available ASD & SCS comparative data points will come from elementary schools that started prior to our elementary schools and therefore have students in all grades 3-5 who started at that school in Kindergarten, publicly available data points for proficiency may not truly reflect the significant academic impact of Freedom Prep's elementary model for several years. This trend is most evident in the table below showing Freedom Prep's 2017-18 ELA elementary proficiency ranking in the ASD context.

ELA	
3 <sup>rd</sup> Grade	99 <sup>th</sup> Percentile
4 <sup>th</sup> Grade	23 <sup>rd</sup> Percentile
5 <sup>th</sup> Grade	50 <sup>th</sup> Percentile

Internal data gathered throughout the 2018-19 school year on Interim Assessments suggest Freedom Prep Elementary Schools will see significant improvement in TN Ready proficiency on TN Ready 2019, particularly in ELA. The table below shows year-over-year improvement on the same assessments from 2017-18 to 2018-19. Any areas where year-over-year progress is marginal are currently executing an academically aggressive strategy to make additional progress in the few weeks remaining prior to TN Ready.

	SCS Campus	ASD Campus
3 <sup>rd</sup> Grade ELA	+ 33%	+ 2%
4 <sup>th</sup> Grade ELA	N/A	+ 32%
5 <sup>th</sup> Grade ELA	N/A	+ 25%
3 <sup>rd</sup> Grade Math	+ 3%	+ 2%
4 <sup>th</sup> Grade Math	N/A	+ 5%
5 <sup>th</sup> Grade Math	+ 2%	+ 2%

Most significant is the improvement Freedom Prep has made in the K-2 academic program in the 2018-19 school year. In 2018-19, Freedom Prep Charter Schools named K-2 Literacy Achievement as 1 of our 3 organizational priorities, as measured by significantly increasing students' reading levels on the STEP assessment. The STEP assessment is a rigorous assessment of grades K-3 reading skills produced by the University of Chicago and utilized by high-performing schools across the country, including Uncommon Schools. In support of this priority, we changed all elements of our K-2 academic program, including curriculum and daily schedule, as well as hiring a K-5 ELA Specialist to serve on our network team supporting heavily in grades K-2 literacy at both campuses. On top of professional development, this support includes weekly grade-level team meetings, weekly data meetings and weekly leader development for school-based instructional leaders, all aligned to best practices that will yield achievement on STEP. The results of this priority are showcased above and prove that Freedom Prep's elementary academic model is improving significantly. Given last year's 3<sup>rd</sup> grade students who came through our previous, weaker K-2 academic program were the highest achieving in the ASD last year, Freedom Prep is confident and cannot wait to see what 2018-19's Kindergarteners are able to achieve in 3<sup>rd</sup> grade and beyond. Even more relevant to this charter

application, our third elementary campus will be able to start with this high-quality academic program from day 1. If in the Spring of 2019 87% of Freedom Prep kindergarteners are on or above grade level in reading, then in the Spring of 2021, with two more years of institutional knowledge under our belt, our goal will certainly be 100% of kindergarteners on or above grade level at the end of founding year at Freedom Preparatory Academy – Binghampton Campus.

## **Contributors To Success at Freedom Preparatory Flagship Middle School**

### **Strategic Transition from Tennessee SPIs to the TN Standards**

Freedom Prep has made several meaningful improvements in academic programming since the 2013-14 school year to guide the transition from Tennessee SPIs to the new standards. The first shift made was in teacher instruction. FPS experienced great success during the TCAP era by employing a strict direct instruction model, where teachers were expected to stick to I Do-We Do-You Do style lessons. In transitioning to the new standards, the first step was moving away from strict direct instruction to strict lesson structures that placed the cognitive demand on students (5E, for example). This required students to struggle productively on a daily basis as part of their path towards mastering content. This priority has evolved over the years, to a place where teachers now select lesson structures based on the particular cognitive demand of the standard being taught. This has led FPS teachers to frequently include Close Reading and Seminars in ELA, and Tasks in Math, for example.

Additional significant shifts in our academic strategy deals with curriculum and assessment. In the TCAP era, teachers were required to create their own unit and lesson plans but had a great deal of autonomy in terms of the content of those lessons. While the creative license that came with this approach certainly benefitted student learning in our strongest teachers' classrooms, leadership found that all teachers needed much more guidance from a curriculum standpoint in order for FPS to successfully transition to the new standards. This amount of guidance has increased over the past several years, and will be effectively replicated in the proposed middle school given the clarity of the flagship's academic program. For both Math and ELA, teachers are given extensive unit plans and daily lessons for the entire year, and the hard work formerly put into planning lessons is now put into internalizing and adjusting them to best meet the needs of their students.

Organization of instruction centers on: (a) instructional grouping (using flexible skill grouping as compared to "tracking"); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).[2]

Teacher-student interactions include: (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).[3]

## **Rigorous Instruction**

Students must master and have a strong foundation in the core academic subjects in middle school - reading, writing, and mathematics - to be prepared for higher level learning and the analytical skills necessary in high school and college. To support this goal, FPA provides all students with double periods (110 minutes) of math and literacy daily. All Freedom Prep curriculum is aligned to TN standards, and the curriculum for high school students is also aligned with ACT standards. Freedom Prep administers standards-based interim assessments in the core subjects to students every six weeks. Under the guidance of school leadership, teachers use the data from these interim assessments to revise and drive their instruction for the following six weeks and to inform individual student interventions. As part of the daily schedule, the school provides tutoring to students not yet mastering the core skills or who may need additional support in particular areas. By creating a highly structured, disciplined environment, teachers maximize their focus on instruction and students' focus on task and learning.

## **Success Lab**

As a part of the gradual release approach at FPA, homework is a critical element of the “you do” independent coursework. To this end, all students in every grade have homework every night. Teachers are available by phone to provide support, and each school organizes “study buddies” and other homework help for students on a school-by-school basis. Homework is critical to this approach, hence several supports are in place to ensure students and teachers are equipped to assume all students will have homework completed. Understanding the increasing challenges of homework completion in the upper grades, the FPS 6<sup>th</sup>-12<sup>th</sup> grade model, offers Success Lab which serves as a means of encouraging students to complete all work at home.

Because this expectation may be challenging for students (especially those students who transition to FPA from other schools), FPA takes responsibility at each school not to diminish the need for homework, but rather to strategically support its completion for every student, knowing a lack of successful homework completion is often a promoter of student underachievement. To ensure effectiveness, professional development allows staff to be explicitly trained in the appropriate role of homework (as an effective method of review for previously disseminated content), the development of good homework assignments, and the sharing of all homework expectations with families. The school design provides time to closely monitor student homework completion each day as homework is collected in the morning as students arrive, and immediately checked for completion, accuracy, and overall quality.[4] Those students who do not complete their assignments appropriately and professionally are required to attend Success Lab the same day during their scheduled lunch period. All families are informed of their student’s homework completion rates on a bi-weekly basis. A Homework Report goes home with students in addition to their weekly paycheck report. If a student begins to struggle with homework completion, FPA teachers directly call the parent to problem solve. FPA students needing tutoring or a quiet place to complete homework are afforded such space after school each day.

## **Frequent Assessments to Drive Instruction and Academic Intervention**

Frequent assessments aligned to TN standards are essential to high student achievement. Frequent standard-driven assessments allow teachers to monitor mastery, identify individual student’s skill gaps quickly, and implement the necessary interventions before tackling a new standard. School leaders are able to effectively support and guide teachers with such data while teachers are coached on how to effectively adjust their lesson planning, focus on helping individual students, and drive their instruction in direct response to the needs of their class. Freedom Prep uses data from state

assessments, nationally normed tests, comprehensive exams, Common Core-aligned, standards-based interim assessments, authentic classroom assessments, rigor-aligned exit tickets, quizzes, and daily assignments to inform and adjust curriculum, instruction, and student interventions. FP teachers are internally trained and receive a minimum of three learning hours weekly of quality professional development to meet the expectations for instruction.

Freedom Prep's academic success has not been achieved on its own merits but works in tandem with the establishment of a safe, strong school culture. Education professor Dr. Kent D. Peterson defines school culture as the "set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school"[5], and Freedom Prep's ability to create a "new normal" of high expectations and high accountability to a college ready bar has ushered in the student gains and growth that is unparalleled among neighboring schools. The strong school culture Freedom Prep is often noted is directly attributed to the creation of a **highly structured, consistent, and disciplined school environment, character education**, strategic use of weekly **community circles, exposure**, and healthy support systems through **advisories**.

## Contributors to Successful School Culture

### **Highly Structured, Consistent, and Disciplined School Environment**

Students cannot learn in chaos; there must be a clear, consistent behavior strategy and plan that includes positive and negative reinforcements. Staff explicitly teach behavioral expectations and daily requirements for academic support and behavioral consequences. In classrooms, all teachers use a Common Blackboard Configuration (BBC) that contains the TN Standard of study, Daily Objective, Do Now, Agenda, and Homework. Beginning in the sixth grade, each student has a Common Binder Configuration to further reinforce the structure and consistency of the educational program. Students continue to have a Common Binder Configuration and Common Blackboard Configuration until they reach the eighth grade when Freedom Prep begins to phase out these supports to better prepare students for the rigor, flexibility, and increased responsibility of a college preparatory course of study in the high school. There is a gradual release of responsibility in a number of areas. For example, students in the upper grade levels are taught how and then held responsible for taking their own class notes, while younger students are provided with the infrastructure by which notes are taken.

Students are explicitly trained in and subsequently held accountable to the Freedom Prep Code of Conduct. An extensive three-week teacher orientation is conducted during the summer to ensure that staff is prepared to effectively build a school culture that drives student achievement through a structured and disciplined learning environment. A mandatory student orientation is held for incoming sixth grade students and newly enrolled upperclassmen for one week at the beginning of the school year to teach every student the expectations for conduct. Students are required to wear uniforms, which are checked daily to ensure compliance to the uniform policy. The code of conduct is consistently enforced network-wide.

### **Character Education**

For the school community to be operational and true to the mission of preparing students to excel in college and in life, every member of the community must be committed to the school's mission, dedicated to embodying the core values, and contributing members of the Freedom Prep Community. Freedom Prep ensures that students exemplify and increasingly internalize the school's core values in everything that they do. During the opening ceremony at student orientation, all

Freedom Prep students sign the Freedom Prep Code of Conduct, signifying that they will uphold to the core values of Freedom Prep: **Respect, Responsibility, Integrity, Excellence, and Community**. For students to develop a sense of community and the social skills necessary to be competitive in the professional world, FPS offers a character education course called Liberation Arts. In addition to Liberation Arts, the entire Freedom Preparatory Academy community gathers in Community Circle in the morning three times per week.

Community Circle is an integral part of creating and developing a strong, structured and supportive community[6] for Freedom Prep students. Too often, students from economically disadvantaged, urban environments can be attracted and gravitate towards the dangerous, self-destructive communities on the streets...outside of school. “Gangs take root in schools for many reasons, but the primary attraction of gangs is their ability to respond to student needs that are not otherwise being met; they often provide youth with a sense of family and acceptance otherwise lacking in their lives.”[7] Freedom Prep actively and successfully combats that pressure from the outside community by creating a strong and safe community within the walls of our school. FPS strives to build a sense of community where all students feel a part of a shared mission larger than themselves.[8] Every other morning, the entire Freedom Prep family gathers as a community in a circle. The circle is called together by the Djembe drum where school leaders, teachers, and students share words of inspiration and often participate in a mini-lesson on current or past events and people. For example, Community Circle may focus on a lesson about Prince Abdul Rahman, who was an African prince, enslaved in America for 40 years, who eventually bought his way to freedom.

### **Exposure (Education + Exposure = Equality)**

“Environments have a way of limiting people. Multiple environments suggest the possibilities of greater choice.” Freedom Prep believes that students must be exposed to different opportunities and experiences beyond their realm of experience. With this enrichment, students are able to have the self-confidence and knowledge to compete worldwide. Once a month, students earn the right to travel on a local educational trip. For example, students visit the National Civil Rights Museum, visit local radio stations, take science-based trips to the Mississippi River, and visit the Brooks Museum of Art. At the end of each year, students are able to earn an extended trip out of state to expose students to communities outside of Memphis and to push them to become more independent and responsible. College visits, however, remain the most frequent and meaningful field experience as it reinforces FPS’s focus on college preparation.

### **Advisory**

As students move through upper grades at FPS, they are organized into small advisory groups with a designated teacher to serve as an advisor. The advisory meets briefly each day, and advisors serve as an advocate for advisees by tracking their academic and behavior progress, communicating directly with families about concerns and needs, and supporting the development of college-prep skills that may not be explicitly addressed in content coursework. As part of the advisory period curriculum (developed in grade level teams in direct response to the needs of their current students), students practice note-taking, time management, organization, study habits, review foundational skills, discuss current events, practice peer mediations, and celebrate personal and group successes.

This strong model that has emerged from Freedom Prep Flagship Middle School has become the DNA of a Freedom Prep school and informed the school models of all Freedom Prep schools.

## **Challenges – Freedom Preparatory Academy Elementary School (ASD)**

In ten years of operation, FPA has triumphed over a number of significant challenges including costly facilities renovations and high staff turnover in early years. Yet in the first year, and every year since, FPA students *outperformed every other school in the neighborhood* in every tested subject in the 6-12 program. Facilities challenges and an exorbitant lease in a private space further compromised the original model, with a budget that afforded fewer teachers in each grade level than originally planned. This required the structure and staff responsibilities to shift tremendously to meet the needs of such significant student deficits while working within a limited budget, but it demonstrated leadership's capacity to make real-time changes to the model that maintained fiscal health without jeopardizing student outcomes.

Freedom Prep's greatest challenge, as articulated in our 2018 charter, has been transforming its ASD Westwood Elementary school into a high performing school. When having taken the school over in 2014 the school performed in the bottom 2% in the state, and many hard-fought wins over the past few years have moved the school to the bottom 6% in the state – incredibly far from our mission of college readiness but necessary growth that sets the stage for a bright future. While Freedom Prep's fresh start SCS elementary school had a strong start over the past three years, thanks to both the institutional knowledge acquired by opening Westwood Elementary two years prior & by not being a turnaround model, Westwood Elementary has historically struggled to perform on par with its Memphis and Tennessee peers. Research shows that effective and sustained turn-around efforts must be led with improving culture first. That is exactly the program Freedom Prep used in its first 3 years of serving at Westwood. While challenging to stabilize, Westwood Elementary's classroom culture began meeting all cultural targets as ascribed by the classroom culture rubric. Students maximized learning time, benefitted from a warm and demanding environment, and learned in a distraction-free classroom. The benefits of Westwood's strong classroom and school culture began evolving into academic gains, as evidenced by the increase from a TVAAS Level 1 in 2016-17 to a TVAAS Level 3 in 2017-18.

When entering Westwood as a “turnaround” school, we anticipated the biggest challenge of the “turnaround” would be related to students, but that was not necessarily the case. In truth, new students at Freedom Prep have always averaged 2-3 years behind grade level upon entry, and that has not been very different at Westwood from our other schools. The two major components of turnaround that played out for Freedom Prep at Westwood dealt with establishing a clear school model and building a capable team of mission-aligned adults. We entered year 1 of Freedom Prep Westwood without an agonizingly clear model, which had always been a key to success at Freedom Prep's Flagship Campus. At our Flagship campus we had detailed plans for our culture and academics for every minute of the day, from when students got out of their families' cars at arrival at 7:00am until when they were dismissed from tutoring at 5:00pm and got back into their families' cars. That level of detail simply did not exist in our year 1 plan for our first elementary school, and no matter how urgently we worked throughout that school year, we were never able to fully get a handle on our model for Grades K-1 culture or academics. As we headed into our second year of operation, we took on grades PreK-5 and established a clear vision for school-wide culture, but given the speed of our growth we still were unable to get our model defined as clearly as we needed to. In our 3<sup>rd</sup> year of operation we finally were able to establish a clear model, and that model has only gotten clearer and more rigorous in years 4 & 5. Had we started our first elementary school in SCS rather than ASD, we would have still opened with K-1 in year 1 and certainly struggled, but from there we would have grown slowly – one grade at a time – and been able to establish a strong model more quickly. In that sense, establishing our elementary model in a turnaround context took

longer than it would have in a non-turnaround context, and that lack of a clear model early on is one of the elements that has made Westwood more challenging than all of our other schools.

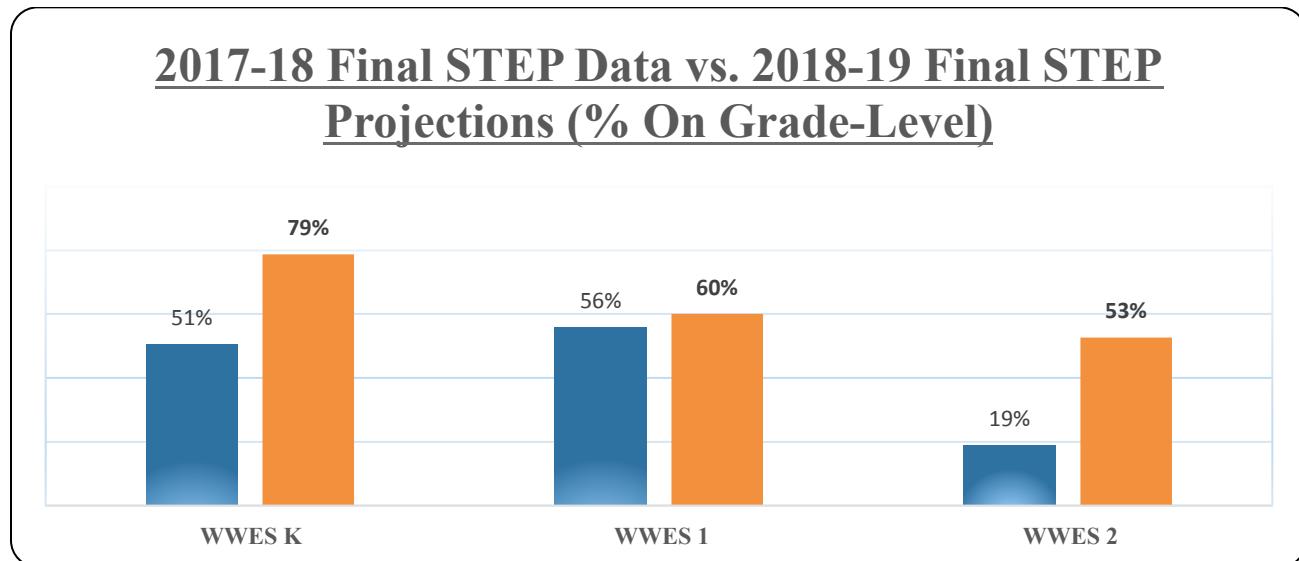
On top of an emerging model, we had more brand new staff members that we had ever had before, and we were hiring *en masse* in a manner we had never had to before. In a year of significant turnover at our Flagship Campus, we were hiring 5-10 teachers. As we entered our founding year at Westwood, we hired 20 staff members. In the summer of 2015, heading into the second year of operation as we expanded from Grades K-1 to Grades PreK-5, we hired approximately 30 staff members, including key leaders. It took until the 2017-18 school year to get to the point where our staff was truly capable and mission-aligned. Now in 2018-19, 75% of our lead teachers in Grades K-2 and our lead math & reading teachers in Grades 3-5 are returning to the organization. This stability of staff and development of staff over time has been the greatest stabilizing and accelerating factor for Westwood's positive trajectory as a school. Had Westwood been a slower growth school, that second year we would have operated Grades K-2 instead of Grades PreK-5, and establishing a capable, mission-aligned staff would have occurred much sooner.

Additionally, we learned early on that the key to establishing a college prep school at Westwood was to not think of the school as a “turnaround” school but instead to commit to ourselves that Westwood was a Freedom Prep school, held to the same standards as any other Freedom Prep school – to prepare all students to excel in college and in life. In a school review conducted by Building Excellent Schools in December 2014, a long-time trusted advisor and champion of excellent schools, Sue Walsh, told us to take the word “turnaround” out of our mouths and out of our minds as it was becoming an excuse for both school leaders and organizational leaders. This shift in mindset has been key to us raising expectations within the building from 2014 until now, and all improvements within the school have truly been downstream of that necessary shift in mindset. This did not encourage us to ignore the unique complexities of a turnaround model, but instead to plan for them. As an example, we staffed up significantly at Westwood over the years in terms of campus aides, behavioral specialists, social workers and additional Deans of Students to ensure we have the bandwidth necessary to hold high expectations in a challenging environment.

School years 2015-16 and 2016-17 were primarily focused on establishing a strong student culture, both in common spaces and in classrooms. In 2016-17 we made key curriculum adoptions in Reading and Math, which moved us to the point where the majority of reading & math instructional materials in front of students daily were high quality and aligned to a college-ready bar, but the academic vision to make aligned instruction come to life was not yet present. In 2017-18 we finally felt as though the school culture was as strong as any Freedom Prep school, and this allowed us the bandwidth to being fully fleshing out our academic vision. Mid-year we changed our daily schedule to fully departmentalize grades 3-5, and that began yielding results quickly, as evidenced by the jump from TVAAS Level 1 to TVAAS Level 3.

As we began planning for the 2018-19 school year, we knew the school was “turned around” in terms of student culture, setting the stage for us to take academics to a new level. Guided by the founding network academic team and Chief Academic Officer, and in collaboration with our two Heads of School, we redesigned our K-2 academic program around higher expectations and increased urgency for strong results. We visited Uncommon Schools, specifically North Star Academy’s Alexander Street Campus, which has been recognized for its exceptional results in a turnaround context. We gained access to Uncommon Schools’ curriculum for K-2 Literacy, Science & Social Studies, and we adopted Achievement First’s curriculum for K-2 Math. We aligned our daily schedule with both those curricula and to ensure teachers had adequate planning time to

receive the coaching required to execute our model well. As already shared at a network level, the table below shows the improvement in K-2 Literacy at Westwood Elementary in 2018-19 compared to 2017-18 as a results of these efforts. Year-over-year K-2 Math data is unavailable given the assessments aligned to our curriculum are in year 1 of operation for Freedom Prep.



While not an organizational priority, we brought this same level of intentional planning to Grades 3-5 as we prepared for 2018-19. Whereas K-2 needed significant changes, Grades 3-5 was poised to benefit from a season of very little change. While the results had not been what we wanted in 2017-18, aside from the TVAAS gains and 3<sup>rd</sup> Grade ELA, we knew that time with our existing program was what would yield results rather than making significant changes. We doubled-down on our plan for teacher development and data analysis, particularly we focused on analysis of student work. The year-over-year gains in both reading and math show promise for the results we will see on TN Ready 2019 in Grades 3-5 at Westwood.

	SCS Campus	ASD Campus
3 <sup>rd</sup> Grade ELA	+ 33%	+ 2%
4 <sup>th</sup> Grade ELA	N/A	+ 32%
5 <sup>th</sup> Grade ELA	N/A	+ 25%
3 <sup>rd</sup> Grade Math	+ 3%	+ 2%
4 <sup>th</sup> Grade Math	N/A	+ 5%
5 <sup>th</sup> Grade Math	+ 2%	+ 2%

Freedom Preparatory Academy (“Freedom Prep”) seeks to continue honoring its longstanding educational commitment to Memphis families by creating a high quality, high achieving public k-8 school for students and families residing in Binghampton. As a SCS charter school network serving students in Memphis with endless potential, Freedom Prep focuses its full and undivided attention on creating high impact, gap closing k-12 educational feeder patterns uniquely customized to help

marginalized students overcome institutional roadblocks, tap into their community-created resiliency, and excel in life amidst adversity. With a focus on rigor and data, a culture of structure and consistency, multiple exposures to standards, high quality and ongoing teacher development, safe and learning-rich classrooms, and strong community and family engagement, Freedom Prep humbly requests the permission to deepen its commitment to the city of Memphis by launching a third college ready feeder pattern partnering with families and students of Binghampton in their quest of college matriculation and a life of access and opportunity.

### **Current Litigation**

Freedom Prep Charter Schools has been sued by a subcontractor of a past vendor. The subcontractor Aquadro is requesting payment for products and services provided to Freedom Prep through our past vendor Elite Management. Freedom Prep has provided a response and evidence to support the fact that we should be not be held liable because Freedom Prep paid Aquadro for the services. Currently, there is a stay on the case because Elite Management has declared bankruptcy. (Please see all supporting documentation in **Attachment V**).



## **ATTACHMENTS**



*Attachment E*



Letter of Support for:



March 26, 2019

To Whom It May Concern:

As a business owner in the Binghampton neighborhood, I fully support Freedom Preparatory Academy Charter Schools in their endeavor to potentially expand into this area. As I have seen, the work they are doing in the Westwood and Whitehaven communities is something that could greatly benefit Binghampton, and is benefitting Memphis at large.

We highly regard Freedom Prep's long-standing (10 year) track record of providing quality education in underserved areas. This year, the school's third graduating class will boast another 100% college acceptance rate, which is higher than the Shelby County and TN state average. I applaud an educational institution that is doing all they can to not only ensure students get into college, but that they are PREPARED for college once they arrive. And have the tools they need to survive during their college career.

This is something the Binghampton area needs. An increase in college-educated residents means higher paying jobs, more economic growth and community uplift. For these reasons, I support the expansion of Freedom Prep into Binghampton.

Thank you for your time and attention.

Community Member Name:

Kristin Fox-Trautman, owner  
INSPIRE Community Café

Community Member Signature:



March 25, 2019

To Whom it May Concern:

As a resident in the Binghampton and Evergreen-Vollintine areas, I fully support Freedom Preparatory Academy Charter Schools in their endeavor to potentially expand into this area. As I have seen, the work they are doing in the Westwood and Whitehaven communities is something that could greatly benefit Binghampton, and is benefitting Memphis at large.

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Thank you for your time and attention.

Community Member Name:

Community Member Signature:



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Thank you for your time and attention.

Community Member Name: Carol Ekins

Community Member Signature:

March 28, 2019

To whom it may concern,

I am writing this letter on behalf of Freedom Prep Academy. It's come to my understanding that Freedom Prep is planning on expanding their scholastic program to other nearby communities. I am in total support of Freedom Prep expanding. My children and I have recently relocated to Tennessee and I can honestly say that I have been extremely impressed with Freedom Prep. Freedom Prep is thoroughly invested in the education of the children, as well as making sure the kids are aware of how they should behave. The teachers, and the administrators definitely follow up with parents, the lines of communication are always open, they offer a lot of programs that would accommodate a variety of different personalities. I feel comfortable reaching out to the teachers and the administration regarding anything pertaining to my children. Schools need to have a balance; education, behavior, discipline and fun which Freedom Prep provides. My children have expressed to me how excited they are about attending Freedom Prep. Freedom Prep would unquestionably be a great addition to any neighborhood and or community.

Thank you for your time.

Lakisha Ray-Holder



FREEDOM PREPARATORY  
ACADEMY

**Letter of Support**

As a member of the Binghampton Community and in the tradition of excellence, I am in full support of adding Freedom Preparatory Academy to our community. I understand that Freedom Prep has proven to be a stellar educational institution in Southwest Shelby County. I understand that it:

- ✓ Has proudly served the Westwood community of Memphis for over 9 years
- ✓ Is a highly structured college prep program that believes in academic excellence
- ✓ Has earned reward school status this year for student growth
- ✓ Graduated 100% of its first two high school classes with 4 year college acceptances
- ✓ Outperformed its peers academically from 2010-2018 on both the TCAP and TNReady Assessments
- ✓ Has strong partnerships with family and community members

I am submitting this letter of support simply because I am a staunch advocate for the education of our students and want nothing but the best for the children in our community. Please consider approving the proposed charter for a new Freedom Preparatory Academy campus in the Binghampton Community.

Pastor DeAndre Brown, LifeLine to Success

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Community Member Name



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Community Member Signature

Letter of Support for:



March 22, 2019

To Whom it May Concern:

As a business investor (Rec Room and Liquor Store Restaurant) in the Binghampton neighborhood, and resident of Evergreen Historic, and I fully support Freedom Preparatory Academy Charter Schools in their endeavor to potentially expand into this area. As I have seen, the work they are doing in the Westwood and Whitehaven communities is something that could greatly benefit Binghampton, and is benefitting Memphis at large.

We highly regard Freedom Prep's long-standing (10 year) track record of providing quality education in underserved areas. This year, the school's third graduating class will boast another 100% college acceptance rate, which is higher than the Shelby County and TN state average. I applaud an educational institution that is doing all they can to not only ensure students get into college, but that they are PREPARED for college once they arrive. And have the tools they need to survive during their college career.

This is something the Binghampton area needs. An increase in college-educated residents means higher paying jobs, more economic growth and community uplift. For these reasons, I support the expansion of Freedom Prep into Binghampton.

Thank you for your time and attention.

Community Member Name:

MARHTA HAMPTON

Community Member Signature:

Martha Hampton



March 22, 2019

To Whom it May Concern:

As a resident in the city of Memphis who wants strong educational opportunities for all, and a person who has been engaged in education for nearly forty years, I fully support Freedom Preparatory Academy Charter Schools in their endeavor to potentially expand into the Binghampton area. The work they have done in the Westwood and Whitehaven communities is something that could greatly benefit Binghampton, as it has already benefited Memphis as a whole. N

Freedom Prep has a significant (10 year) track record of providing quality education in underserved areas. This year, the school's third graduating class will boast another 100% college acceptance rate, which is higher than the Shelby County and TN state average. I am in support of an educational institution that is doing all it can to not only ensure students get into college, but that they have the tools they need to succeed in college.

Binghampton area needs. An increase in college-educated residents means higher paying jobs, more economic growth and community uplift. For these reasons, I support the expansion of Freedom Prep into Binghampton.

Thank you for your time and attention.

Community Member Name:

Peter R. Gathje, 248 N. Willett, Memphis, TN 38112

Community Member Signature:

Peter R. Gathje

Letter of Support for:



March 30, 2019

To Whom it May Concern:

It is with great honor and pleasure to write this letter of support on behalf of Freedom Preparatory Academy in recommendation of the new charter application to establish a school within the Memphis Binghampton community.

My family history in Memphis begins in Binghampton. My late Grandfather moved from our family farm in Somerville, TN to the Binghampton community. He eventually owned 5 houses, including one of which on Carpenter St., where my mom and dad resided. I've had at least 100 family members who were born and / or raised in Binghampton, which includes both sets of my Grandparents. In fact, Lester Elementary was the very first school I attended.

As a board member of Freedom Prep, I've watched it grow from a single site school to a now high performing charter network whose reputation for excellence extends across the United States. I am continuously impressed and enlightened every time I visit a school campus, attend a board meeting or speak with a parent whose child has been positively impacted by the school.

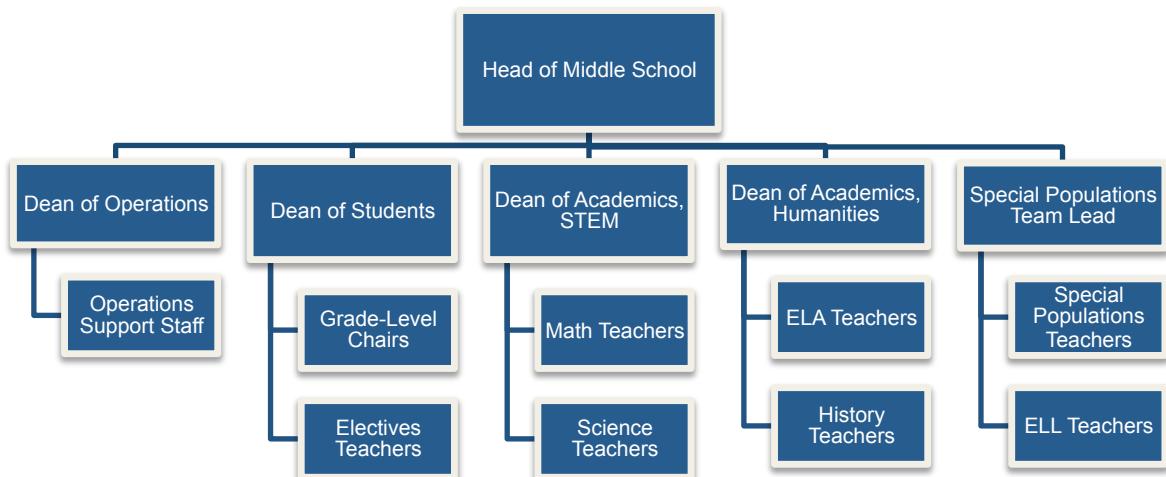
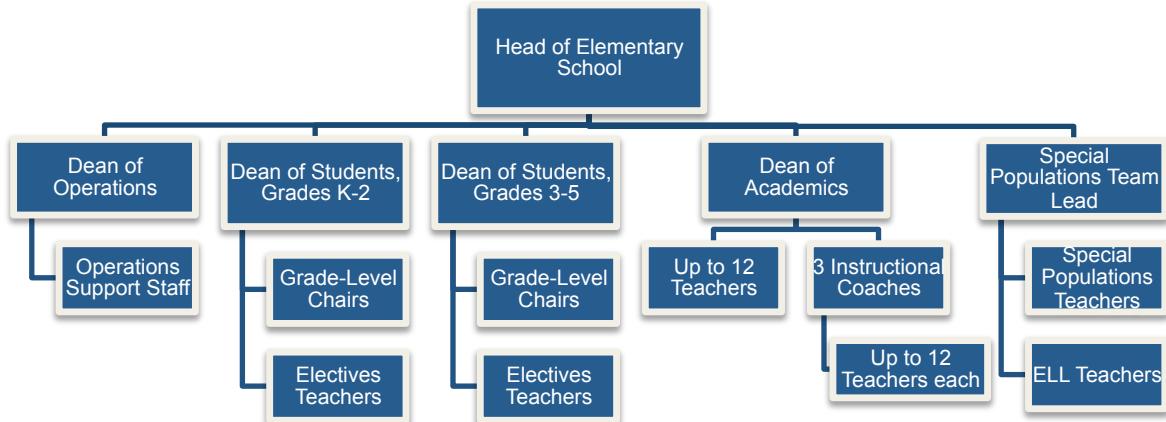
The Binghampton community needs a transformative organization that cares about educating the underserved while giving students the tools needed to succeed academically and in life. I believe Freedom Prep is that school and I enthusiastically support their efforts for a new charter there.

Sincerely,

John C. Cornes



## *Attachment G*





*Attachment L*



## FREEDOM PREPARATORY ACADEMY ANNUAL REPORT 2018

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### Section I – Progress toward the charter school’s goals (including academic achievement)

*Describe the progress made during the last year toward the goals outlined in the current charter agreement (use tables and data, as appropriate). This may include performance frameworks agreed to by the school and the chartering authority, a written response to data provided by the chartering authority, and additional school specific goals from the charter application.*

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Freedom Preparatory Academy Charter School made progress towards its academic and organizational goals during the 2017-2018 academic year. Although we did not meet all of our goals, we have developed and implemented a working action plan towards meeting those goals.

#### **ACADEMIC GOALS**

In our charter application, Freedom Prep listed the following academic goals (*in italics*):

*Each year, the percentage of Freedom Prep students ranked as on track and mastered in all grade levels on all subject tests on the TN Ready Assessment will exceed the percentage of students ranked as on track and mastered in the district by at least 5%.*

Freedom Prep has not met this goal, but Freedom Prep did exceed the district in both Math & Science. Freedom Prep exceeded the district by 4.1% in Math and Freedom Prep exceeded the district by 11% in Science. In ELA, Freedom Prep underperformed the district by 0.4%, however Freedom Prep did have the highest ELA TVAAS composite score out of all Shelby County Schools.

Additionally, Freedom Prep achieved the highest School Success Rate for End of Course Exams out of all non-selective schools in Shelby County Schools.

*95% of all students who have been enrolled in the school for at least two years will be ranked as “proficient” or “advanced” in reading, language arts, mathematics, science and social studies as measured by the TCAP Achievement Assessment.*

To adequately transition from the TCAP to the TN READY assessment, Freedom Prep will revise the language to ensure a more accurate goal comparison. Presently, 24% of FPA students scored proficient or advanced across all tested subjects.

#### **STUDENT SOCIAL SKILLS GOALS**

*100% of all Freedom Prep students will sign and commit to the Freedom Prep Code of Conduct*



Freedom Prep has met this goal: 100% of all Freedom Prep students sign and commit to the Freedom Prep Code of Conduct every year.

*The average daily student attendance will equal or exceed 95% for the school year.*

Freedom Prep views attendance as a critical component of academic success. Our goal is 95% and FPA students are approaching the goal with a 91% daily attendance rate. Additional measures, including daily phone calls and home visits, have been put in place to achieve 95% daily attendance for the 2018-19 school year.

*The percent of students absent ten or more days in a school will not exceed 10%*

Freedom Prep has met this goal: The percent of students absent ten or more days in a school is far less than 10%. The actual percent is approximately less than 5%.

*For each day that school is in session, an average of 90% of students will complete and turn in all homework.*

Freedom Prep has not met this goal: Our average homework turn in rate is approximately 94%.

## **ORGANIZATIONAL GOALS**

*Freedom Prep will demonstrate solvency and stability through careful use of financial resources; Freedom Prep will maintain a balanced budget that demonstrates effective financial decisions to sustain key programs.*

Freedom Prep has met this goal as evidenced by a clean, financial audit free of any material weaknesses or findings.

*A yearly independent audit will be conducted to verify sound financial practices.*

Freedom Prep continues to meet this goal by acquiring the services of Cbizz Inc. to conduct a yearly independent audit to verify sound financial practices.

*Freedom Prep will re-enroll 85% of its students overall (reasons for attrition will include geographic relocation, transportation, or illness).*

Freedom Prep has met this goal in grades 9-12 and is approaching this goal in grades 6-8. In grades 9-12, Freedom Prep re-enrolled 90% of its students for the 2017-2018 academic year. In grades 6-8, Freedom Prep re-enrolled 78% of its students for the 2017-2018 academic year.



*Freedom Prep will demonstrate annually that 85% or more of the families are satisfied with the school's program.*

Freedom Prep has met this goal not only by its percent of students that re-enroll, but also by an annual family survey where over 90% of the families indicate that they are satisfied with the school's program.

*Freedom Prep will maintain an average daily attendance rate of 95% or higher.*

Freedom Prep views attendance as a critical component of academic success. Our goal is 95% and FPA students are approaching the goal with a 91% daily attendance rate. Additional measures, including daily phone calls and home visits, have been put in place to achieve 95% daily attendance for the 2018-19 school year.

## **GOVERNANCE GOALS**

Freedom Preparatory Academy continues to make improvements regarding our governance goals.

One way FPA has demonstrated this is through the addition of a new board member who has experience in development and facilities. The Search Committee within the Board of Directors continues to focus on areas of growth and is actively searching for additional members. The Board of Directors realizes that there are areas for growth and has created an action plan to strengthen the composition and framework of the board and its practices.

*The Board will conduct a formal annual review to measure the effectiveness of the school's leadership.*

The Board of Directors of Freedom Prep will meet this goal by conducting an annual review of the CEO to be presented during the December 2018 board meeting.

*The Board will annually review the Executive Director's job description and revise the evaluation measures accordingly.*

The Board has met this goal by currently reviewing the Executive Director's job description and revising based on the new roles and responsibilities.

*Board will conduct annual self-evaluation, including a review of the balance of skill sets of its members and the effectiveness of each subcommittee.*

The Board will meet this goal by conducting an annual self-evaluation through using the Board Management service, Board on Track. This board organization tool and self-evaluation is used by charter school boards across the country.



*Board will annually review the by-laws and policies and update, as necessary.*

The Board has met this goal by reviewing the by-laws and policies of the organization. The Board continues to develop and update fiscal policies for the organization, including policies required in light of specific grant funding.

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## **Section II – Student mobility**

*List the reasons students left the school during the last year, and why they left. Include the total number of students leaving for each reason. Do not, however, include student names. Describe the school's plans to improve student retention in the coming year.*

Student retention and mobility are important issues to Freedom Prep. Our goal is to retain as many students as possible and to only lose students for positive attrition issues such as moving. During the past year, approximately 36 students left the school. Students left the school for the following reasons:

Due to the transient nature of enrollment in the surrounding schools, the majority of these students chose to attend other schools. There were a few students who transferred to the Shelby County School system and three students who transferred to schools out of state. Freedom Prep retained a much higher percentage of students this past year due to increased transportation options and expanding our extracurricular options in our high school.

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## **Section III – Operations and finance**

*Describe what the school has done or will do in response to any operational or fiscal challenges faced during the past year. Address any findings from the most recently completed school audit. If the chartering authority formally notified the school of particular concerns, include a brief summary of those concerns and the school's efforts to remediate those concerns.*

In the past year, Freedom Prep received a clean audit with no findings of material weaknesses. Our fiscal challenges have been mainly associated with cash flow challenges during the Summer months when Freedom Prep does not receive a BEP allocation from the District (months of May and July), yet still needs to cover basic expenses such as payroll and accounts payable. To mitigate these challenges, Freedom Prep has successfully secured an increased line of credit from a local bank at a low interest rate to cover at least of month of payroll, if needed. We have also diversified our banking relationships by opening accounts in another local bank. In addition, Freedom Prep has applied and received additional local and national philanthropic support to support its growth. This philanthropic support will remediate any cash flow issue concerns. Freedom Prep also maintains cash reserves of at least 45 days to ensure we are able to cover any cash flow issues, specifically during the Summer months.



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## Section IV – Leadership changes

*Note any changes in board membership or school leadership during the past year.*

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This year the Board has added one new member, Chett Jackson.

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## Section V – Parent and community involvement

*Briefly summarize parent and community involvement efforts during the past year, including any new community partnerships. Describe how parent and community involvement is affecting or how you anticipate it will affect student achievement.*

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Freedom Prep believes that it is vitally important to partner with both local (including neighborhood(s) served and city-wide) and national organizations to supplement and support the program in order to fulfill the FPA mission. The FPA team believes that the problems and issues associated with educating students in poverty are widespread and require partnering with people and organizations that are mission-aligned.

Freedom Prep has established the community it serves and its role within that community with intentionality. The communities Freedom Prep seek to serve are communities that have not only been historically educationally under-served, but communities with shrinking populations that require high-quality educational options to entice families to come back to the neighborhood and stimulate the economy. As a community partner, FPA will continue to build relationships with leaders under the guidance of existing community action plans to participate in revitalization efforts and engage our parents to a greater extent. The theory of impact for FPA extends beyond the short-term goal of providing students with better educational options. Long-term goals are to encourage community growth through access to high-quality programming, as well as significantly increase the percentage of community residents who have graduated from college. Freedom Prep is instilling a sense of community and responsibility in its students through character education, school values, and service learning initiatives, which will supplement the schools' community partnerships by establishing students as leaders in their communities.

### *Local Partners*

At present, Freedom Prep partners with local and national organizations. Locally, the network has formed a strong relationship with Mt. Vernon Church and Mt. Pisgah Church (the former site of the flagship school). Both churches have hosted community forums and extra-curricular programming for Freedom Prep and have access to potential board candidates as the board grows. Freedom Prep held our first high school graduation at Mt. Vernon Church.



In addition to the local churches, Freedom Prep has a relationship with the president of the Westwood Neighborhood Association and has been a featured school in the Association's newsletter. Freedom Prep is working on building relationships with active members of the business community, through outreach and possible partnerships.

Freedom Prep has developed relationships with the Whitehaven community including Abyssinia Church, Reverend Earl Fisher. Abyssinia Church donated school supplies to our newest campus in Whitehaven and has officially adopted Freedom Prep.

Last year we gained two additional community partners: the Beale Street Corvette Association and the Smooth Living restaurant.

#### *Ownership of Engagement*

Community engagement has been an organizational priority since the founding of the flagship school. Staff and volunteers distributed flyers and gift bags to neighbors to encourage participation and enrollment, with student recruitment strategy based on door-to-door outreach and a grassroots approach. As the flagship site has grown, leadership has used word of mouth, direct mailings in target neighborhoods, and a website to communicate with neighbors. The board and CEO have supported in this outreach, but it is clear as the network grows that Freedom Prep needs to prioritize community engagement using a number of strategies. The following strategies have been developed to support community engagement as a priority for the network:

- For four years, our community outreach manager has overseen a the community outreach team, which has recently expanded to include 4 community outreach associates, including 2 native spanish speakers, on engagement strategies within the network
- The Chief Schools Officer oversees the entire community outreach team
- School leadership has enrollment and engagement targets included in annual evaluation metrics
- The board continuously seeks to codify engagement as a board priority (through annual goal setting, standing committee organization, and development), as well as recruiting for vacant seats first in the target communities
- Freedom Prep collaborates with community action plan organizers to support initiatives through partnerships and an exploration of mixed use at the school sites (including supplementary programming for families before and after school)

#### *Community Partnerships Growth Plan*

In addition to the partnerships listed above, Freedom Prep has renewed its focus on community engagement in our primary focus areas of Westwood/Whitehaven. As a result of the new staffing model developed in the growth process, each school has a designated community outreach manager who will work specifically on ensuring the community is engaged and serviced by the school model. As a result of this initiative, we have developed a parent resource center in our new campus that will provide parents with access to computers and programs. Our Social Work Department has been working closely with our Community



Outreach team to develop programs and support that address any issues that are families are tackling, including immigration, workforce, parenting, etc. As a result of this, our Social Work Department has submitted a proposal for a community closet that will provide underprivileged students with access to clean uniforms.

The community outreach manager has also developed programs for English classes for Spanish speaking parents and a protocol for providing translation services for printed materials and meetings/conferences. We are also in the process of hiring a bilingual Community Outreach Associate to help support our Spanish speaking families.

Network leadership and the board are also continuing to work closely with local churches, including Mt. Pisgah (landlord of the flagship site's first facility), Riverside MB Church, and Mt. Vernon Church (one of the largest and oldest churches in our community).

The board chair has a strong background in community work in Memphis and currently serves as the Memphis Executive Director of Stand for Children (a national child advocacy organization). He is continuing to leverage his expertise in community outreach by activating board engagement in community initiatives. He also serves as a primary point of contact for many of the local organizations that are interested in partnering with FPA.

In addition, our PTSO is growing and becoming very active in Freedom Prep.

Freedom Prep now has a full Community Outreach team of 4 members that support our schools and build outside community partnerships. We have the following community partnerships:

PRE-SCHOOLS & DAYCARES	EDUCATION & CIVIC GROUPS	COMMUNITY ORGANIZATIONS	FAITH-BASED INSTITUTIONS	AREA BUSINESSES	COMMUNITY FAIRS
Apples & Cookies	Holmes Road Precinct (Memphis Police Department)	A Step Ahead Foundation	Mt. Vernon MB	Christ Community Health Centers	Latino Memphis School Fair
FWS Christian Resort Daycare	Iota Phi Theta Fraternity	Academy for Youth Empowerment	Mt. Pisgah MB	Champion Awards	Southern Ave Charter School Fair
Horn Lake Day Care	Latino Memphis	BAEO	New Highway COGIC	Cricket Authorized Dealer Locations	Tennessee Charter School Fair
KinderCare	Leadership Memphis	C.H. Nash Museum at Chucalissa	Riverside Baptist Church	FOX News13	
Kings & Queens	Literacy Midsouth	Levi Branch Library		Hubbard's Hardware	
Joy Land	Memphis Fire Department	Powell Community Center		Newsom's Towing	



LeSoeur Day Care	New Memphis Institute	South Branch Library		Miss Peggy's Salon	
Pee Wee Wisdom Daycare	Rhodes College	Stand for Children		PPG Manufacturing Center	
	Rotary Club of Memphis	Tennessee Charter School Center		South Third Subway	
	University of Memphis	Westwood Community Association		Social Security Administration	
	UTHSC Dental School	Whitehaven Library		TN Health & Human Services Offices – S. Third	
	Raines Station Police Department	Whitehaven YMCA		Well Child	
		Beale Street Corvette Association		Wheel Estates	
				Smooth Living Restaurant	



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## Section VI – Promising practices

*If not already outlined above, describe 3-5 operational practices that have had the most impact on student achievement.*

### *Action Steps*

*List some specific action steps the school plans to take in response to the information gathered and summarized for this annual report. As you consider what steps to take, keep in mind the critical questions the chartering authority will be asking at the time of renewal:*

- Is the school an academic success?
  - Has the school met its non-academic goals and been faithful to its mission and charter design?
    - Has the school been effectively governed?
    - Is the school fiscally sound?
    - Are parents and students satisfied?
    - Has the school satisfactorily met its legal requirements?
  - If the school's charter is renewed, are its plans for the next charter term likely to be achieved?
- 

### *Action Steps to Increase Student Achievement*

Freedom Prep has taken significant steps to increase student academic achievement at our schools. We participated in the Achievement First (AF) CMO led Charter Network Accelerator program. The Network Accelerator has helped us significantly strengthen our curriculum and instructional practices. We adopted AF Math in Grades 3-8. We also partner with KIPP nationally with our Wheatley program that addresses Writing. We also partner with an organization D2D, led by Emily Freitag, to help ensure that we are implementing rigor aligned with the new TN standards in both our curriculum and instructional practices. In addition, two of our organizational priorities are focused on instruction: rigor and thinking AND freedom riders. The rigor and thinking priority utilizes an instructional observational rubric that ensures we see rigor in every lesson structure and that teachers are placing the cognitive load on students. Our freedom rider priority focuses on improving the academic achievement on our lowest performing students. To this end, Freedom Prep received a grant from a local funder to create and implement a small Teacher Residency program that provides co-teachers (recent college grads), trained by the Relay Graduate School of Education, in the majority of our Math and Reading classrooms to support our students who struggle the most. We are deeply dedicated to improving the academic achievement of our students with disabilities and our lowest performing students. We have also implemented national curriculum models for both Literacy and Math to improve student achievement. We have also hired more Student Support teachers to not only support those students with IEPs, but to also support students without IEPs that are struggling academically. Our model includes and will continue to include a Dean of Academics for Literacy who coaches our ELA teachers and helps support ELA curriculum development. Our model also includes a Dean of STEM who coaches STEM teachers and helps support STEM curriculum development.



## FREEDOM PREPARATORY ACADEMY ANNUAL REPORT 2018

### Section I – Progress toward the charter school’s goals (including academic achievement)

*Describe the progress made during the last year toward the goals outlined in the current charter agreement (use tables and data, as appropriate). This may include performance frameworks agreed to by the school and the chartering authority, a written response to data provided by the chartering authority, and additional school specific goals from the charter application.*

Freedom Preparatory Academy Elementary School at the Whitehaven Campus made progress towards its academic and organizational goals during the 2017-2018 academic year. While shy of meeting some of the identified goals, FPA has developed and implemented a working action plan towards meeting the 2018-19 goals.

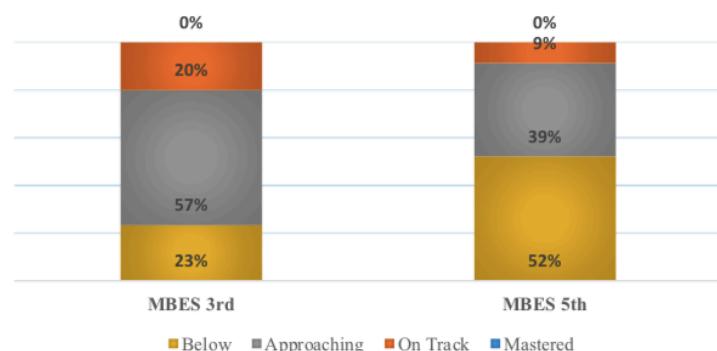
#### ACADEMIC GOALS

In our charter application, Freedom Prep listed the following academic goals (*in italics*):

*Each year, the percentage of Freedom Prep students ranked as proficient and advanced in all grade levels on all subject tests on the TCAP Achievement Assessment will exceed the percentage of students ranked as proficient and advanced in the district by at least 5%.*

Due to alterations in the statewide assessment, Freedom Prep no longer assesses students via TCAP, but does so on TN READY. FPA students have not yet reached its goal of an annual increase of 5%. For context, the 2017-18 testing class of Freedom Prep were 100% new to the network (not matriculating through FPA's K-2 program) and experiencing their first year with both FPA structure and TN READY rigor. However, the school achieved Level 5 growth as a TVAAS Composite Score.

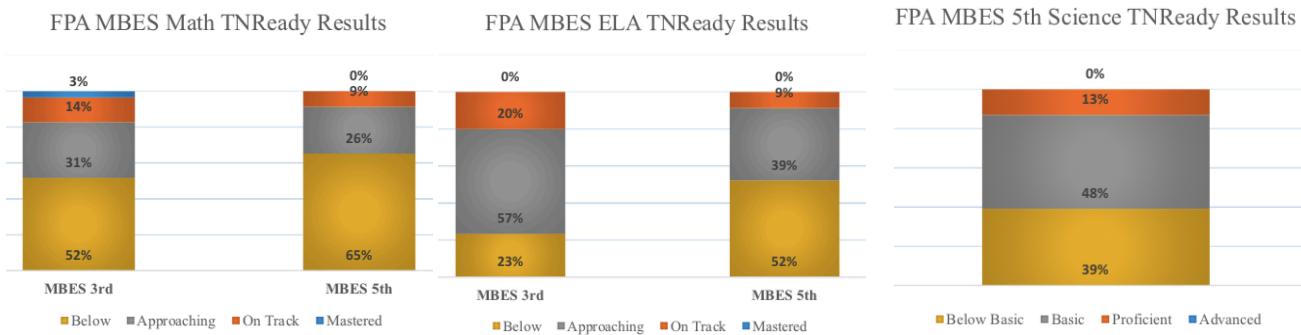
FPA MBES ELA TNReady Results





*95% of all students who have been enrolled in the school for at least two years will be ranked as “proficient” or “advanced” in reading, language arts, mathematics, science and social studies as measured by the TCAP Achievement Assessment.*

To adequately transition from the TCAP to the TN READY assessment, Freedom Prep will revise the language to ensure a more accurate goal comparison. Presently, 14% of FPA students scored proficient or advanced across all tested subjects.



### **STUDENT SOCIAL SKILLS GOALS**

*100% of all Freedom Prep students will sign and commit to the Freedom Prep Code of Conduct*

100% of Freedom Prep students sign and commit to the Freedom Prep Code of Conduct every year. FPA's student social skills goal continues to be met.

*The average daily student attendance will equal or exceed 95% for the school year.*

Freedom Prep views attendance as a critical component of academic success. Our goal is 95% and FPA students are approaching the goal with a 93% daily attendance rate. Additional measures, including daily phone calls and home visits, have been put in place to achieve 95% daily attendance for the 2018-19 school year.

*The percent of students absent ten or more days in a school will not exceed 10%*

Freedom Prep has met this goal: The percent of students absent ten or more days in a school is far less than 10%. The actual percent is approximately less than 5%.

*For each day that school is in session, an average of 90% of students will complete and turn in all homework.*



Freedom Prep has met this goal: Our average homework turn in rate is approximately 95% every day that school is in session.

## **ORGANIZATIONAL GOALS**

*Freedom Prep will demonstrate solvency and stability through careful use of financial resources; Freedom Prep will maintain a balanced budget that demonstrates effective financial decisions to sustain key programs.*

Freedom Prep has a strong record of financial responsibility and continues to meet organization goals as evidenced by a clean, financial audit free of any material weaknesses or findings.

*A yearly independent audit will be conducted to verify sound financial practices.*

Freedom Prep continues to meet this goal by acquiring the services of Cbizz Inc. to conduct a yearly independent audit to verify sound financial practices.

*Freedom Prep will re-enroll 85% of its students overall (reasons for attrition will include geographic relocation, transportation, or illness).*

The retention rate for the Freedom Prep Whitehaven campus is 75%. Through a series of exit interviews, FPA learned that a significant portion of our families moved across town and some out of state. Taking transiency into account moving forward, FPA has expanded its Community Outreach team to maintain and continually strengthen family ties to the school. FPA expects these efforts to help in the achievement of 85% retention from year to year.

*Freedom Prep will demonstrate annually that 85% or more of the families are satisfied with the school's program.*

Freedom Prep has met this goal not only by its percent of students that re-enroll, but also by an annual family survey where over 90% of the families indicate that they are satisfied with the school's program.

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## **GOVERNANCE GOALS**

Freedom Preparatory Academy continues to make improvements regarding our governance goals.

One way FPA has demonstrated this is through the addition of a new board member who has experience in development and facilities. The Search Committee within the Board of Directors continues to focus on areas of growth and is actively searching for additional members. The Board of Directors realizes that there are areas for growth and has created an action plan to strengthen the composition and framework of the board and its practices.

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The Board of Directors of Freedom Prep will meet this goal by conducting an annual review of the CEO to be presented during the December 2018 board meeting.

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## Section II – Student mobility

*List the reasons students left the school during the last year, and why they left. Include the total number of students leaving for each reason. Do not, however, include student names. Describe the school's plans to improve student retention in the coming year.*

Student retention and mobility are important issues to Freedom Prep. Our goal is to retain as many students as possible and to only lose students for positive attrition issues such as moving. During the past year, out of students, approximately 49 students left the school. Students left the school for the following reasons:

Due to the transient nature of enrollment in the surrounding schools, the majority of these students chose to attend other schools. There were a few students who transferred to the Shelby County School system and three students who transferred to schools out of state. Freedom Prep retained a much higher percentage of students this past year due to increased transportation options and expanding our extracurricular options in our school.

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## Section III – Operations and finance

*Describe what the school has done or will do in response to any operational or fiscal challenges faced during the past year. Address any findings from the most recently completed school audit. If the chartering authority formally notified the school of particular concerns, include a brief summary of those concerns and the school's efforts to remediate those concerns.*

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## Section IV – Leadership changes

*Note any changes in board membership or school leadership during the past year.*

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This year the Board has added one new member, Chett Jackson.

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## Section V – Parent and community involvement

*Briefly summarize parent and community involvement efforts during the past year, including any new community partnerships. Describe how parent and community involvement is affecting or how you anticipate it will affect student achievement.*

---

Freedom Prep believes that it is vitally important to partner with both local (including neighborhood(s) served and city-wide) and national organizations to supplement and support the program in order to fulfill the FPA mission. The FPA team believes that the problems and issues associated with educating students in poverty are widespread and require partnering with people and organizations that are mission-aligned.

Freedom Prep has established the community it serves and its role within that community with intentionality. The communities Freedom Prep seek to serve are communities that have not only been historically educationally under-served, but communities with shrinking populations that require high-quality educational options to entice families to come back to the neighborhood and stimulate the economy. As a community partner, FPA will continue to build relationships with leaders under the guidance of existing community action plans to participate in revitalization efforts and engage our parents to a greater extent. The theory of impact for FPA extends beyond the short-term goal of providing students with better educational options. Long-term goals are to encourage community growth through access to high-quality programming, as well as significantly increase the percentage of community residents who have graduated from college. Freedom Prep is instilling a sense of community and responsibility in its students through character education, school values, and service learning initiatives, which will supplement the schools' community partnerships by establishing students as leaders in their communities.

### *Local Partners*

At present, Freedom Prep partners with local and national organizations. Locally, the network has formed a strong relationship with Mt. Vernon Church and Mt. Pisgah Church (the former site of the flagship school). Both churches have hosted community forums and extra-curricular programming for Freedom Prep and have access to potential board candidates as the board grows. Freedom Prep held our first high school graduation at Mt. Vernon Church.



In addition to the local churches, Freedom Prep has a relationship with the president of the Westwood Neighborhood Association and has been a featured school in the Association's newsletter. Freedom Prep is working on building relationships with active members of the business community, through outreach and possible partnerships.

Freedom Prep has also developed relationships with the Whitehaven community including Abyssinia Church, Reverend Earl Fisher. Abyssinia Church donated school supplies to our newest campus in Whitehaven and has officially adopted Freedom Prep.

Last year we gained two additional community partners: the Beale Street Corvette Association and the Smooth Living restaurant.

#### *Ownership of Engagement*

Community engagement has been an organizational priority since the founding of the flagship school. Staff and volunteers distributed flyers and gift bags to neighbors to encourage participation and enrollment, with student recruitment strategy based on door-to-door outreach and a grassroots approach. As the flagship site has grown, leadership has used word of mouth, direct mailings in target neighborhoods, and a website to communicate with neighbors. The board and CEO have supported in this outreach, but it is clear as the network grows that Freedom Prep needs to prioritize community engagement using a number of strategies. The following strategies have been developed to support community engagement as a priority for the network:

- For four years, our community outreach manager has overseen the community outreach team, which has recently expanded to include 4 community outreach associates, including 2 native Spanish speakers, on engagement strategies within the network
- The Chief Schools Officer oversees the entire community outreach team
- School leadership has enrollment and engagement targets included in annual evaluation metrics
- The board continuously seeks to codify engagement as a board priority (through annual goal setting, standing committee organization, and development), as well as recruiting for vacant seats first in the target communities
- Freedom Prep collaborates with community action plan organizers to support initiatives through partnerships and an exploration of mixed use at the school sites (including supplementary programming for families before and after school)

#### *Community Partnerships Growth Plan*

In addition to the partnerships listed above, Freedom Prep has renewed its focus on community engagement in our primary focus areas of Westwood/Whitehaven. As a result of the new staffing model developed in the growth process, each school has a designated community outreach manager who will work specifically on ensuring the community is engaged and serviced by the school model. As a result of this initiative, we have developed a



parent resource center in our new campus that will provide parents with access to computers and programs. Our Social Work Department has been working closely with our Community Outreach team to develop programs and support that address any issues that families are tackling, including immigration, workforce, parenting, etc. As a result of this, our Social Work Department has submitted a proposal for a community closet that will provide underprivileged students with access to clean uniforms.

The community outreach manager has also developed programs for English classes for Spanish speaking parents and a protocol for providing translation services for printed materials and meetings/conferences. We are also in the process of hiring a bilingual Community Outreach Associate to help support our Spanish speaking families.

Network leadership and the board are also continuing to work closely with local churches, including Mt. Pisgah (landlord of the flagship site's first facility), Riverside MB Church, and Mt. Vernon Church (one of the largest and oldest churches in our community).

The board chair has a strong background in community work in Memphis and currently serves as the Memphis Executive Director of Stand for Children (a national child advocacy organization). He is continuing to leverage his expertise in community outreach by activating board engagement in community initiatives. He also serves as a primary point of contact for many of the local organizations that are interested in partnering with FPA.

In addition, our PTSO is growing and becoming very active in Freedom Prep.

Freedom Prep now has a full Community Outreach team of 4 members that support our schools and build outside community partnerships. We have the following community partnerships:

PRE-SCHOOLS & DAYCARES	EDUCATION & CIVIC GROUPS	COMMUNITY ORGANIZATIONS	FAITH-BASED INSTITUTIONS	AREA BUSINESSES	COMMUNITY FAIRS
Apples & Cookies	Holmes Road Precinct (Memphis Police Department)	A Step Ahead Foundation	Mt. Vernon MB	Christ Community Health Centers	Latino Memphis School Fair
FWS Christian Resort Daycare	Iota Phi Theta Fraternity	Academy for Youth Empowerment	Mt. Pisgah MB	Champion Awards	Southern Ave Charter School Fair
Horn Lake Day Care	Latino Memphis	BAEO	New Highway COGIC	Cricket Authorized Dealer Locations	Tennessee Charter School Fair



KinderCare	Leadership Memphis	C.H. Nash Museum at Chucalissa	Riverside Baptist Church	FOX News13	
Kings & Queens	Literacy Midsouth	Levi Branch Library		Hubbard's Hardware	
Joy Land	Memphis Fire Department	Powell Community Center		Newsom's Towing	
LeSoeur Day Care	New Memphis Institute	South Branch Library		Miss Peggy's Salon	
Pee Wee Wisdom Daycare	Rhodes College	Stand for Children		PPG Manufacturing Center	
	Rotary Club of Memphis	Tennessee Charter School Center		South Third Subway	
	University of Memphis	Westwood Community Association		Social Security Administration	
	UTHSC Dental School	Whitehaven Library		TN Health & Human Services Offices – S. Third	
	Raines Station Police Department	Whitehaven YMCA		Well Child	
				Wheel Estates	
		Beale Street Corvette Association		Smooth Living	



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## Section VI – Promising practices

*If not already outlined above, describe 3-5 operational practices that have had the most impact on student achievement.*

### **Action Steps**

*List some specific action steps the school plans to take in response to the information gathered and summarized for this annual report. As you consider what steps to take, keep in mind the critical questions the chartering authority will be asking at the time of renewal:*

- Is the school an academic success?
  - Has the school met its non-academic goals and been faithful to its mission and charter design?
    - Has the school been effectively governed?
    - Is the school fiscally sound?
    - Are parents and students satisfied?
    - Has the school satisfactorily met its legal requirements?
  - If the school's charter is renewed, are its plans for the next charter term likely to be achieved?
- 

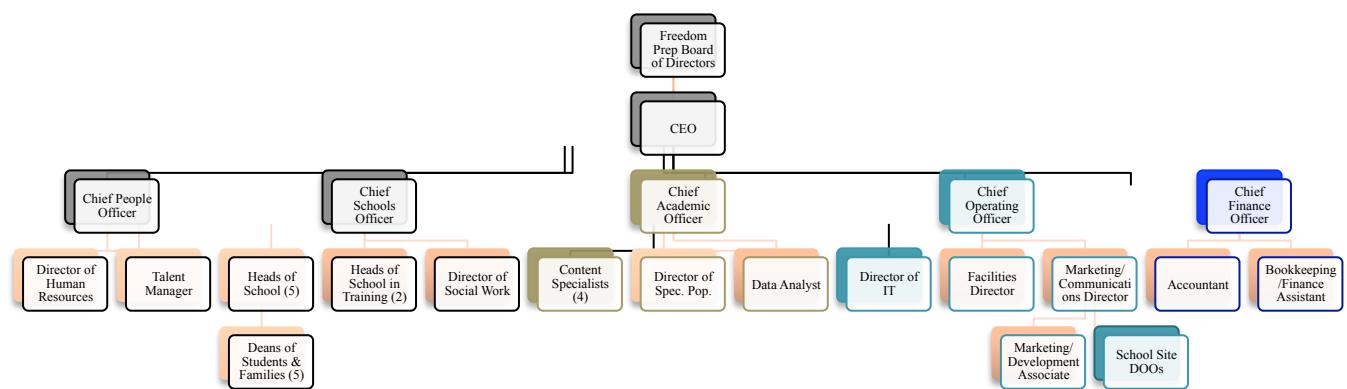
### *Action Steps to Increase Student Achievement*

Freedom Prep has taken significant steps to increase student academic achievement at our schools. We participated in the Achievement First (AF) CMO led Charter Network Accelerator program. The Network Accelerator has helped us significantly strengthen our curriculum and instructional practices. We adopted AF Math in Grades 3-8. We also partner with KIPP nationally with our Wheatley program that addresses Writing. We also partner with an organization D2D, led by Emily Freitag, to help ensure that we are implementing rigor aligned with the new TN standards in both our curriculum and instructional practices. In addition, two of our organizational priorities are focused on instruction: rigor and thinking AND freedom riders. The rigor and thinking priority utilizes an instructional observational rubric that ensures we see rigor in every lesson structure and that teachers are placing the cognitive load on students. Our freedom rider priority focuses on improving the academic achievement on our lowest performing students. To this end, Freedom Prep received a grant from a local funder to create and implement a small Teacher Residency program that provides co-teachers (recent college grads), trained by the Relay Graduate School of Education, in the majority of our Math and Reading classrooms to support our students who struggle the most. We are deeply dedicated to improving the academic achievement of our students with disabilities and our lowest performing students. We have also implemented national curriculum models for both Literacy and Math to improve student achievement. We have also hired more Student Support teachers to not only support those students with IEPs, but to also support students without IEPs that are struggling academically. Our model includes and will continue to include a Dean of Academics for Literacy who coaches our ELA teachers and helps support ELA curriculum development. Our model also includes a Dean of STEM who coaches STEM teachers and helps support STEM curriculum development.

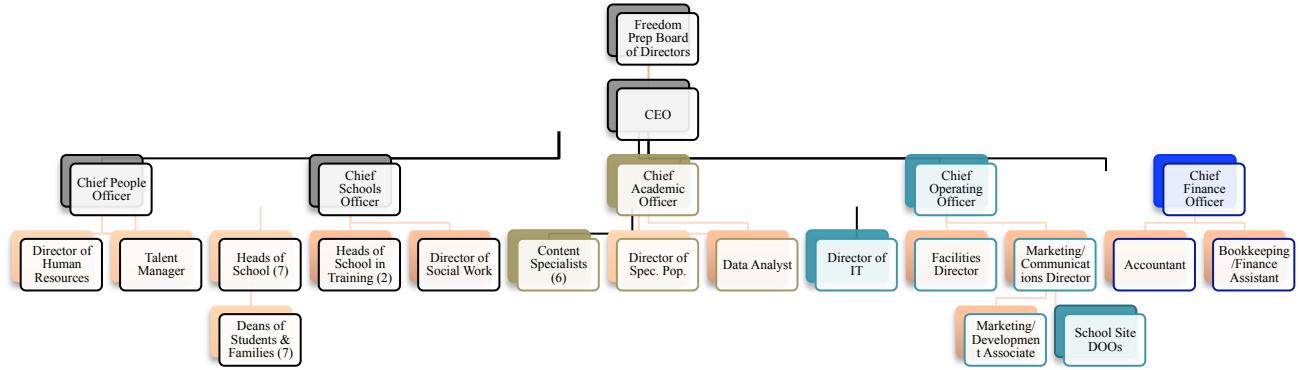
*Attachment M*

Freedom Prep Charter Schools Network Office intentionally staffed up prior to our next growth phase, therefore the same org chart exists for years 1, 3 & 5. The only adjustments come in terms of additional Heads of School, Deans of Students & Families and Content Specialists.

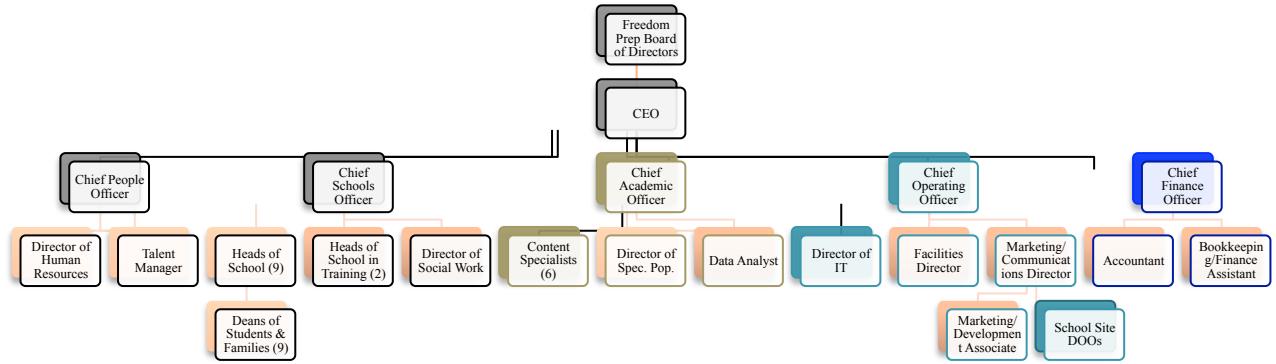
Year 1



Year 3



Year 5



*Attachment N*

This attachment is not applicable to Freedom Prep.



*Attachment O*

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Proposed School Information**

Proposed School Name

Freedom Preparatory Academy Charter School - Binghampton Campus

Lead Sponsor Name

Roblin Webb

Lead Sponsor E-mail Address

rwebb@freedomprep.org

Lead Sponsor Phone Number

901-259-5959

CMO/EMO Affiliation

Freedom Preparatory Academy, Inc.

Proposed Authorizer

Shelby County Schools

Proposed Opening Grade Level(s)

K-1 & 6

Proposed Final Grade Level(s)

K-8

Proposed First Year of Operations

2020-21

Anticipated Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
	300	510	720	810	900

Note: These cells auto-populate after completing Tab 2.

**reedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Student Assumptions**

**Enrollment Assumptions**

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

90	90	90	90	90
----	----	----	----	----

1st Grade

90	90	90	90	90
----	----	----	----	----

2nd Grade

0	90	90	90	90
---	----	----	----	----

3rd Grade

0	0	90	90	90
---	---	----	----	----

4th Grade

0	0	0	90	90
---	---	---	----	----

5th Grade

0	0	0	0	90
---	---	---	---	----

6th Grade

120	120	120	120	120
-----	-----	-----	-----	-----

7th Grade

0	120	120	120	120
---	-----	-----	-----	-----

8th Grade

0	0	120	120	120
---	---	-----	-----	-----

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

**Total Enrollment (excluding Pre-Kindergarten)**

300	510	720	810	900
-----	-----	-----	-----	-----

**Change in Net Enrollment**

300	210	210	90	90
-----	-----	-----	----	----

**# of Classes By Grade**

**reedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Student Assumptions**

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	6	6	6	6	6
1st Grade	6	6	6	6	6
2nd Grade	0	6	6	6	6
3rd Grade	0	0	6	6	6
4th Grade	0	0	0	6	6
5th Grade	0	0	0	0	6
6th Grade	4	4	4	4	4
7th Grade	0	4	4	4	4
8th Grade	0	0	4	4	4
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total # of Classes</b>	<b>16</b>	<b>26</b>	<b>36</b>	<b>42</b>	<b>48</b>
<b>Change in Net # of Classes</b>	<b>16</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>6</b>

**Other Key Assumptions**  
**Enter Estimated Percentages**

SPED %	12%	12%	12%	12%	12%
--------	-----	-----	-----	-----	-----

**reedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Student Assumptions**

<b>SPED Count</b>	36	61	86	97	108
ELL %	3%	3%	3%	3%	3%
<b>ELL Count</b>	9	15	22	24	27
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	90%	90%	90%	90%	90%
<b>Anticipated Paid Count</b>	0	0	0	0	0
<b>Anticipated Reduced Count</b>	30	51	72	81	90
<b>Anticipated Free Count</b>	270	459	648	729	810
<b>Total Free and Reduced Count</b>	300	510	720	810	900
School Days	185	185	185	185	185
Attendance Rate	95%	95%	95%	95%	95%

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

Revenue Assumptions			
Year 0 2019-20			
Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant		-	
<b>Fundraising &amp; Philanthropy</b>			
Detail any private funding sources			
Charter School Growth Fund	ES #4	\$188,507	Charter School Growth Fund
Charter School Growth Fund	MS #4	\$183,665	Charter School Growth Fund
Other		\$0	
Other		\$0	
Other		\$0	
<b>Total Revenues</b>		<b>372,172</b>	
Additional Space to Provide Fundraising Details			

**Freedom Preparatory Academy Charter School - Binghamton Campus**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

Compensation Assumptions			
Year 0 2019-20			
<b>Administrative Staff</b>			
Principal/School Leader	FTE Count	1.00	\$80,000
Assistant Principal		0.00	\$0
Special Education Coordinator		0.00	\$0
Deans, Directors		1.00	\$60,000
Other (Specify in Assumptions)		0.00	\$0
<b>Total Administrative Compensation</b>	<b>2.00</b>		<b>140,000</b>
<b>Instructional Staff</b>			
Teachers	FTE Count	0.00	\$0
Special Education Teachers		0.00	\$0
Educational Assistants/Aides		0.00	\$0
Elective Teachers		0.00	\$0
Other (Specify in Assumptions)		0.00	\$0
<b>Total Instructional Compensation</b>	<b>0.00</b>		<b>-</b>
<b>Non-Instructional Staff</b>			
Clerical Staff	FTE Count	0.00	\$0
Custodial Staff		0.00	\$0
Operations		1.00	\$30,000
Social Workers/Counseling		0.00	\$0
Other (Specify in Assumptions)		0.00	\$0
<b>Total Non-Instructional Compensation</b>	<b>1.00</b>		<b>30,000</b>
Bonus			
Other Non FTE Compensation			-
Other Non FTE Compensation			-
Other Non FTE Compensation			-
<b>Total FTE Count</b>	<b>3.00</b>		
<b>Total Compensation</b>			<b>170,000</b>

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

Employer Benefits & Tax Assumptions		
Year 0 2019-20		
<b>Base Assumption</b>		<b>Assumption Notes</b>
Social Security	6.20%	\$10,540
Medicare	1.45%	\$2,465
State Unemployment	\$400 per employee	\$1,200
Disability/Life Insurance	0.00%	\$0
Workers Compensation Insurance	0.00%	\$0
Other Fringe Benefits	0.00%	\$0
Medical Insurance	9.30%	\$15,810
Dental Insurance	0.27%	\$459
Vision Insurance	\$0	\$0
Other Retirement	8.24%	\$14,008
<b>Total Employer Benefits &amp; Taxes</b>		<b>44,482</b>

**Freedom Preparatory Academy Charter School - Binghamton Campus**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

Operating Expenses		
Year 0 2019-20		
Assumption Notes		
<b>Contracted Services</b>		
Professional Development	\$0	\$0
Financial Services	\$0	\$0
Audit Services	\$0	\$0
Legal Fees	\$0	\$0
Copier Lease and Usage	\$0	\$0
Internet and Phone Service	\$0	\$0
Cell Phone Service	\$40	\$1,440
Payroll Services	\$0	\$0
Health Services	\$0	\$0
Transportation	\$0	\$0
IT Services	\$0	\$0
Contracted SPED Services	\$0	\$0
Insurance	\$0	\$0
Postal Charges	\$0	\$0
Bank Charges	\$0	\$0
<b>Supplies &amp; Materials</b>		
Textbooks and Instructional Supplies	\$0	\$0
Education Software	\$0	\$0
Student Supplies	\$0	\$0
Faculty Supplies	\$0	\$0
Library Books	\$0	\$0
Testing & Evaluation	\$0	\$0
Student Laptops	\$0	\$0
Faculty Laptops	\$1,000	\$6,000
Office Supplies	\$0	\$0
Printing Paper	\$0	\$0
Marketing Materials	\$0	\$0
Student Uniforms	\$0	\$0
Gifts & Awards - Students	\$0	\$0
Gifts & Awards - Teachers and Staff	\$0	\$0
Health Supplies	\$0	\$0

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Pre-Opening Budget**

<b>Facility Related Expenses</b>		
Rent	\$6,000	\$36,000
Utilities	\$3,625	\$21,750
Custodial	\$0	\$0
Waste	\$0	\$0
Faculty Furniture	\$0	\$20,000
Student Furniture	\$0	\$42,500
Internet/Network Equipment	\$0	\$0
Other Equipment	\$0	\$0
Building Decorum	\$0	\$0
Tenant Improvements	\$0	\$0
Other	\$0	\$0
<b>Other Charges</b>		
Staff Recruitment	\$0	\$0
Student Recruitment & Community Engagement	\$0	\$0
Parent & Staff Meetings	\$0	\$0
Authorizer Fee	\$0	\$0
Other	\$0	\$0
<b>Debt Service</b>		
Other	\$0	\$30,000
Other	\$0	\$0
<b>Total Operating Expenses</b>		<b>157,690</b>
<b>Total Expenses</b>		<b>372,172</b>

Freedom Preparatory Academy Charter School - Binghamton Campus New Charter School Application Budget Template Pre-Opening Cash Flow														
Cash Flow Summary														
	Year 0 2019-20													
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash														
Revenues														
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	372,172	-	-	-	-	-	372,172	-	-	-	-	-	372,172	-
Total Revenues	372,172	-	-	-	-	-	372,172	-	-	-	-	-	372,172	-
Expenses														
Staffing	170,000	-	-	-	-	-	28,333	28,333	28,333	28,333	28,333	170,000	-	-
Employer Benefits & Taxes	44,482	-	-	-	-	-	7,414	7,414	7,414	7,414	7,414	44,482	-	-
Contracted Services	1,440	-	-	-	-	-	240	240	240	240	240	1,440	-	-
Supplies & Materials	6,000	-	-	-	-	-	6,000	-	-	-	-	6,000	-	-
Facility-Related Expenses	120,250	-	-	-	-	-	9,625	9,625	9,625	72,125	9,625	120,250	-	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	30,000	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	30,000	-	-
Total Expenses	372,172	-	-	-	-	-	6,000	50,612	50,612	50,612	113,112	50,612	50,612	372,172
Operating Income (Loss)	-	-	-	-	-	-	366,172	(50,612)	(50,612)	(50,612)	(113,112)	(50,612)	(50,612)	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	-	-	-	-	-	-	366,172	315,560	264,948	214,336	101,224	50,612	-	-
Details of Cash Flow														
	Year 0 2019-20													
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Revenues														
Federal Revenues														
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy														
Charter School Growth Fund	188,507	\$0	\$0	\$0	\$0	\$0	\$188,507	\$0	\$0	\$0	\$0	\$0	188,507	-
Charter School Growth Fund	183,665	\$0	\$0	\$0	\$0	\$0	\$183,665	\$0	\$0	\$0	\$0	\$0	183,665	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Revenues	372,172	-	-	-	-	-	372,172	-	-	-	-	-	372,172	-
Assumption Notes														
Compensation														
	Year 0 2019-20													
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Compensation														
Principal/School Leader	80,000	\$0	\$0	\$0	\$0	\$0	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	80,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	60,000	\$0	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	60,000	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	140,000	-	-	-	-	-	23,333	23,333	23,333	23,333	23,333	23,333	140,000	-
Assumption Notes														
Instructional Staff														
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff														
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	30,000	\$0	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	30,000	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Freedom Preparatory Academy Charter School - Binghampton Campus New Charter School Application Budget Template Pre-Opening Cash Flow																
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	30,000	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000	-
Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	170,000	-	-	-	-	-	-	28,333	28,333	28,333	28,333	28,333	28,333	170,000	-	
<b>Employer Benefits &amp; Taxes</b>																
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
Social Security	10,540	\$0	\$0	\$0	\$0	\$0	\$0	\$1,757	\$1,757	\$1,757	\$1,757	\$1,757	\$1,757	\$1,757	10,540	-
Medicare	2,465	\$0	\$0	\$0	\$0	\$0	\$0	\$411	\$411	\$411	\$411	\$411	\$411	\$411	2,465	-
State Unemployment	1,200	\$0	\$0	\$0	\$0	\$0	\$0	\$200	\$200	\$200	\$200	\$200	\$200	\$200	1,200	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	15,810	\$0	\$0	\$0	\$0	\$0	\$0	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	15,810	-
Dental Insurance	459	\$0	\$0	\$0	\$0	\$0	\$0	\$77	\$77	\$77	\$77	\$77	\$77	\$77	459	-
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	14,008	\$0	\$0	\$0	\$0	\$0	\$0	\$2,335	\$2,335	\$2,335	\$2,335	\$2,335	\$2,335	\$2,335	14,008	-
Total Employer Benefits & Taxes	44,482	-	-	-	-	-	-	7,414	7,414	7,414	7,414	7,414	7,414	7,414	44,482	-
<b>Operating Expenses</b>																
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
Contracted Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Internet and Phone Service
Cell Phone Service	1,440	\$0	\$0	\$0	\$0	\$0	\$0	\$240	\$240	\$240	\$240	\$240	\$240	\$240	1,440	-
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Bank Charges
Supplies & Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Student Laptops
Faculty Laptops	6,000	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	\$0	\$0	\$0	\$0	\$0	6,000	-
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Health Supplies
Facility Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rent	36,000	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	36,000	-
Utilities	21,750	\$0	\$0	\$0	\$0	\$0	\$0	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	\$3,625	21,750	-
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Waste
Faculty Furniture	20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	20,000	-
Student Furniture	42,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	42,500	-
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	Other

Freedom Preparatory Academy Charter School - Binghampton Campus New Charter School Application Budget Template Pre-Opening Cash Flow													
<b>Other Charges</b>													
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-
<b>Debt Service</b>													
Other	30,000												30,000
Other	-												-
Other	-												-
Other	-												-
Other	-												-
Total Operating Expenses	<b>157,690</b>	-	-	-	-	-	<b>6,000</b>	<b>14,865</b>	<b>14,865</b>	<b>14,865</b>	<b>77,365</b>	<b>14,865</b>	<b>14,865</b>
Total Expenses	<b>372,172</b>	-	-	-	-	-	<b>6,000</b>	<b>50,612</b>	<b>50,612</b>	<b>50,612</b>	<b>113,112</b>	<b>50,612</b>	<b>50,612</b>

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Year 1-5 Staff Assumptions**

FTE Assumptions					
Fiscal Year	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Enrollment	300	510	720	810	900
# of Classes	16	26	36	42	48
<b>Administrative Staff</b>					
Principal/School Leader	2.00	2.00	2.00	2.00	2.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	2.00	4.00	6.00	6.00	6.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>4.00</b>	<b>6.00</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>
<b>Instructional Staff</b>					
Teachers	11.00	19.00	27.00	30.00	33.00
Special Education Teachers	2.00	3.00	3.00	4.00	5.00
Educational Assistants/Aides	2.00	2.00	2.00	3.00	3.00
Elective Teachers	0.00	1.00	2.00	3.00	4.00
Other (Specify in Assumptions)	6.00	9.00	12.00	15.00	18.00
<b>Total Instructional FTE</b>	<b>21.00</b>	<b>34.00</b>	<b>46.00</b>	<b>55.00</b>	<b>63.00</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	2.00	2.00	3.00	3.00	3.00
Custodial Staff	0.50	1.00	1.00	1.00	2.00
Operations	2.00	2.00	2.00	2.00	2.00
Social Workers/Counseling	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.50	1.00	2.00	2.00	2.00
<b>Total Non-Instructional FTE</b>	<b>5.00</b>	<b>6.00</b>	<b>8.00</b>	<b>8.00</b>	<b>9.00</b>
<b>Total FTE</b>	<b>30.00</b>	<b>46.00</b>	<b>62.00</b>	<b>71.00</b>	<b>80.00</b>
Compensation Assumptions					
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
<b>Annual Increase</b>	<b>0.00%</b>	<b>2.00%</b>	<b>2.00%</b>	<b>8.00%</b>	<b>2.00%</b>
Cumulative Increase	100.00%	102.00%	104.04%	112.36%	114.61%
<b>Administrative Staff</b>					
Principal/School Leader	\$85,500	171,000	174,420	177,908	192,141
Assistant Principal	\$0	-	-	-	-
Special Education Coordinator	\$0	-	-	-	-
Deans, Directors	\$65,000	130,000	265,200	405,756	438,216
Other (Specify in Assumptions)	\$0	-	-	-	-
<b>Total Administrative Compensation</b>	<b>301,000</b>	<b>439,620</b>	<b>583,664</b>	<b>630,358</b>	<b>642,965</b>
<b>Instructional Staff</b>					
Teachers	\$45,000	495,000	872,100	1,264,086	1,516,903
Special Education Teachers	\$50,000	100,000	153,000	156,060	224,726
Educational Assistants/Aides	\$40,000	80,000	81,600	83,232	134,836
Elective Teachers	\$30,000	-	30,600	62,424	101,127
Other (Specify in Assumptions)	\$40,000	240,000	367,200	499,392	674,179
					<b>Assumption Notes</b>
					<b>Co-Teacher (degreed, but does not have license)</b>

Freedom Preparatory Academy Charter School - Binghamton Campus New Charter School Application Budget Template					
Year 1-5 Staff Assumptions					
Total Instructional Compensation	915,000	1,504,500	2,065,194	2,651,772	3,088,752
Non-Instructional Staff					
Clerical Staff	\$45,000	90,000	91,800	140,454	151,690
Custodial Staff	\$35,000	17,500	35,700	36,414	39,327
Operations	\$60,000	120,000	122,400	124,848	134,836
Social Workers/Counseling	\$0	-	-	-	-
Other (Specify in Assumptions)	\$45,000	22,500	45,900	93,636	101,127
<b>Total Non-Instructional Compensation</b>	<b>250,000</b>	<b>295,800</b>	<b>395,352</b>	<b>426,980</b>	<b>475,633</b>
Other Compensation		-	-	-	-
Other Compensation		-	-	-	-
Other Compensation		-	-	-	-
Other Compensation		-	-	-	-
<b>Total Compensation</b>	<b>1,466,000</b>	<b>2,239,920</b>	<b>3,044,210</b>	<b>3,709,109</b>	<b>4,207,350</b>
Employer Benefits & Tax Assumptions					
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Base Assumption					
Social Security	5.69%	\$83,401	\$127,429	\$173,185	\$211,011
Medicare	1.33%	\$19,498	\$29,791	\$40,488	\$49,331
State Unemployment	\$400	\$12,000	\$18,400	\$24,800	\$28,400
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0
Workers Compensation Insurance	0.00%	\$0	\$0	\$0	\$0
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0
Health Insurance					
Annual Increase	0.00%	1.00%	1.00%	1.00%	1.00%
Cumulative Increase	100.00%	101.00%	102.01%	103.03%	104.06%
Medical Insurance	9.50%	\$139,270	\$214,920	\$295,013	\$363,042
Dental Insurance	0.27%	\$3,958	\$6,108	\$8,385	\$10,318
Vision Insurance	0.14%	\$1,994	\$3,077	\$4,223	\$5,197
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0
TCRS Certified Hybrid	8.24%	\$120,798	\$184,569	\$250,843	\$305,631
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0
Other Retirement	0.00%	\$0	\$0	\$0	\$0
Assumption Notes					

**Freedom Preparatory Academy Charter School - Binghamton Campus**  
**New Charter School Application Budget Template**  
**Year 1 Budget**

Revenue Assumptions			
			<b>Year 1</b>
			<b>2020-21</b>
			<b>0.00%</b>
Annual Revenue Increase			100.00%
Cumulative Increase			
<b>State Revenues</b>			
Basic Education Program		\$8,702	
BEP Transportation Component		\$298	
BEP Capital Outlay		\$400	
<b>Other</b>		\$0	
<b>Other</b>		\$0	
<b>Federal Revenues</b>			
Title I		\$0	
Title II		\$375	
Title III		\$0	
NSLP		\$0	
E-Rate		\$0	
CSP Startup Grant		\$0	
<b>Other</b>		\$0	
<b>Other</b>		\$0	
<b>School Activity Revenues</b>			
Lunch Payments		\$0	
Field Lessons		\$2,500	Collection of adult (teacher) lunch payments
Uniforms		\$6,300	Student % of field lesson
Summer Programs		\$0	Sale of uniform pieces to families
<b>Other</b>		\$0	
<b>Fundraising &amp; Philanthropy</b>			
Charter School Growth Fund		\$0	
Charter School Growth Fund		\$625,000	
Other		\$0	
Other		\$0	
Other		\$0	
<b>Total Revenues</b>			<b>3,566,168</b>

Freedom Preparatory Academy Charter School - Binghampton Campus New Charter School Application Budget Template			
Year 1 Budget			
Compensation			
<b>Year 1</b>			
2020-21			
<b>Administrative Staff</b>	<b>FTE Count</b>	<b>Assumption Notes</b>	
Principal/School Leader	2.00	171,000	<a href="#">2 Heads of School ES #4, MS #4</a>
Assistant Principal	0.00	-	
Special Education Coordinator	0.00	-	
Deans, Directors	2.00	130,000	<a href="#">2 Start up Deans ES #4, MS #4</a>
Other (Specify in Assumptions)	0.00	-	
<b>Total Administrative Compensation</b>	<b>4.00</b>	<b>301,000</b>	
<b>Instructional Staff</b>			
Teachers	11.00	495,000	<a href="#">6 ES #4 Lead Teachers, 4 MS #4 Teachers</a>
Special Education Teachers	2.00	100,000	<a href="#">1 ES #4 Special Pops Teacher</a>
Educational Assistants/Aides	2.00	80,000	<a href="#">1 Campus Aide</a>
Elective Teachers	0.00	-	
Other (Specify in Assumptions)	6.00	240,000	<a href="#">6 ES #4 Co-teachers</a>
<b>Total Instructional Compensation</b>	<b>21.00</b>	<b>915,000</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	2.00	90,000	<a href="#">1 shared office manager year 1, ES #4, MS #4</a>
Custodial Staff	0.50	17,500	
Operations	2.00	120,000	<a href="#">2 Deans of Operations, ES #4, MS #4</a>
Social Workers/Counseling	0.00	-	
Other (Specify in Assumptions)	0.50	22,500	
<b>Total Non-Instructional Compensation</b>	<b>5.00</b>	<b>250,000</b>	
Other Compensation		-	
<b>Total Compensation</b>		<b>1,466,000</b>	
Employer Benefits & Taxes			
<b>Year 1</b>			
2020-21			
<b>Social Security</b>		<b>Assumption Notes</b>	
Medicare	83,401		
State Unemployment	19,498		
Disability/Life Insurance	12,000		
Workers Compensation Insurance	-		
Other Fringe Benefits	-		
Medical Insurance	139,270		
Dental Insurance	3,958		
Vision Insurance	1,994		
TCRS Certified Legacy	-		
TCRS Certified Hybrid	120,798		
TCRS Classified Legacy	-		
TCRS Classified Hybrid	-		
Other Classified Retirement	-		
Other Retirement	-		
<b>Total Employer Benefits &amp; Taxes</b>		<b>380,919</b>	

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Year 1 Budget**

Operating Expenses		
Year 1 2020-21		
<b>Contracted Services</b>	<b>Assumption Notes</b>	
Professional Development	\$0	\$12,751 <span style="color: blue;">Assumes 1/4 of all staff will attend offsite PD 2 times a year</span>
Financial Services	\$0	\$0
Audit Services	\$0	\$0
Legal Fees	\$0	\$0
Copier Lease and Usage	\$0	\$0
Internet and Phone Service	\$0	\$34,500
Cell Phone Service	\$0	\$13,500
Payroll Services	\$0	\$4,320
Health Services	\$0	\$0 <span style="color: blue;">Covered by the Network Support Office (CMO)</span>
Transportation	\$0	\$0
IT Services	\$0	\$90,000 <span style="color: blue;">2 buses</span>
Contracted SPED Services	\$0	\$0
Insurance	\$0	\$0 <span style="color: blue;">Covered by the Network Support Office (CMO)</span>
Postal Charges	\$0	\$750
Bank Charges	\$0	\$0
<b>Supplies &amp; Materials</b>	<b>Assumption Notes</b>	
Textbooks and Instructional Supplies	\$0	\$44,000
Education Software	\$0	\$0
Student Supplies	\$0	\$0
Faculty Supplies	\$0	\$2,700
Library Books	\$0	\$23,000
Testing & Evaluation	\$0	\$12,900
Student Laptops	\$0	\$25,000
Faculty Laptops	\$0	\$28,000
Office Supplies	\$0	\$19,100
Printing Paper	\$0	\$32,610
Marketing Materials	\$0	\$0 <span style="color: blue;">Covered by the Network Support Office (CMO) Marketing</span>
Student Uniforms	\$0	\$10,000
Gifts & Awards - Students	\$0	\$11,000
Gifts & Awards - Teachers and Staff	\$0	\$3,925
Health Supplies	\$0	\$0

**Freedom Preparatory Academy Charter School - Binghamton Campus**  
**New Charter School Application Budget Template**  
**Year 1 Budget**

<b>Facility Related Expenses</b>		
Rent	\$0	
Utilities	\$0	
Custodial	\$0	
Waste	\$0	
Faculty Furniture	\$0	
Student Furniture	\$0	
Internet/Network Equipment	\$0	
Other Equipment	\$0	
Building Decorum	\$0	
Tenant Improvements	\$0	
Custodial Supplies	\$0	
Security	\$0	
Building Maintenance / Repairs	\$0	
Pest Services	\$0	
Landscaping	\$0	
<b>Other Charges</b>		
Staff Recruitment	\$0	
Student Recruitment & Community Engagement	\$0	
Parent Meetings	\$0	
Field Lessons (Trips)	\$0	
Summer Programs	\$0	
<b>Debt Service</b>		
Other	\$0	
<b>Total Operating Expenses</b>		<b>1,717,072</b>
<b>Total Expenses</b>		<b>3,563,991</b>

Freedom Preparatory Academy Charter School - Binghamton Campus  
New Charter School Application Budget Template  
Year 1 Cash Flow

Cash Flow Summary																
	Year 1 2020-21															
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	-	-	(183,203)	15,544	210,269	210,900	211,531	212,162	221,243	230,324	239,405	248,486	(20,920)			
<b>Revenues</b>																
State Revenues	2,819,868	-	281,987	281,987	281,987	281,987	281,987	281,987	281,987	281,987	281,987	-	281,987	2,819,868	(0)	
Federal Revenues	112,500	-	-	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	112,500	-	
School Activity Revenues	8,800	-	-	978	978	978	978	978	978	978	978	-	-	8,800	-	
Fundraising & Philanthropy	625,000	210,000	210,000	205,000	-	-	-	-	-	-	-	-	-	625,000	-	
<b>Total Revenues</b>	3,566,168	210,000	491,987	487,965	295,465	295,465	295,465	295,465	295,465	295,465	295,465	13,478	294,487	3,566,168	(0)	
<b>Expenses</b>																
Staffing	1,466,000	122,167	122,167	122,167	122,167	122,167	122,167	122,167	122,167	122,167	122,167	122,167	122,167	1,466,000	-	
Employer Benefits & Taxes	380,919	31,743	31,743	31,743	31,743	31,743	31,743	31,743	31,743	31,743	31,743	31,743	31,743	380,919	-	
Contracted Services	155,821	1,548	13,684	13,684	15,278	15,278	15,278	15,278	15,278	15,278	15,278	15,278	15,278	155,821	-	
Supplies & Materials	212,235	62,828	14,228	14,228	14,228	14,228	14,228	14,228	14,228	14,228	14,228	14,228	14,228	212,235	-	
Facility-Related Expenses	970,350	146,279	79,279	79,279	79,279	79,279	79,279	79,279	79,279	79,279	79,279	79,279	79,279	970,350	-	
Other Charges	56,500	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	4,708	56,500	-	
Debt Service	322,166	23,931	27,431	27,431	27,431	27,431	27,431	27,431	27,431	27,431	27,431	27,431	27,431	322,166	-	
<b>Total Expenses</b>	3,563,991	393,203	293,240	293,240	294,834	294,834	294,834	286,384	286,384	286,384	286,384	286,384	282,884	271,390	3,563,991	-
<b>Operating Income (Loss)</b>	2,177	(183,203)	198,747	194,725	631	631	631	9,081	9,081	9,081	9,081	(269,406)	23,097	2,177	(0)	
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Ending Cash</b>	(183,203)	15,544	210,269	210,900	211,531	212,162	221,243	230,324	239,405	248,486	(20,920)	2,177				

Details of Cash Flow															
	Year 1 2020-21														
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Revenues</b>															
<b>State Revenues</b>															
Basic Education Program	2,610,600	\$0	\$261,060	\$261,060	\$261,060	\$261,060	\$261,060	\$261,060	\$261,060	\$261,060	\$261,060	\$0	\$261,060	2,610,600	-
BEP Transportation Component	89,268	\$0	\$8,927	\$8,927	\$8,927	\$8,927	\$8,927	\$8,927	\$8,927	\$8,927	\$8,927	\$0	\$8,927	89,268	(0)
BEP Capital Outlay	120,000	\$0	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$0	\$12,000	120,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Federal Revenues</b>															
Title I	112,500	\$0	\$0	\$0	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	112,500	-	
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>School Activity Revenues</b>															
Lunch Payments	2,500	\$0	\$0	\$278	\$278	\$278	\$278	\$278	\$278	\$278	\$278	\$0	2,500	-	
Field Lessons	6,300	\$0	\$0	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$0	6,300	-	
Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Summer Programs	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Fundraising &amp; Philanthropy</b>															
Charter School Growth Fund	625,000	\$210,000	\$210,000	\$205,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	625,000	-	
Charter School Growth Fund	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Revenues	3,566,168	210,000	491,987	487,965	295,465	295,465	295,465	295,465	295,465	295,465	295,465	13,478	294,487	3,566,168	(0)
<b>Compensation</b>															

**Freedom Preparatory Academy Charter School - Binghampton Campus  
New Charter School Application Budget Template  
Year 1 Cash Flow**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP		

### Assumption Notes

171,000	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	\$14,250	171,000	-
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
130,000	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	130,000	-
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
301,000	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	301,000	-

495,000	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	\$41,250	495,000	-
100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-
80,000	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	80,000	-
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
240,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	240,000	-
<b>915,000</b>	<b>76,250</b>	<b>915,000</b>	<b>-</b>													

90,000	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	90,000	-
17,500	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	\$1,458	17,500	-
120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-
-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
22,500	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	\$1,875	22,500	-
<b>250,000</b>	<b>20,833</b>	<b>250,000</b>	<b>-</b>											

Sample Textbooks in Focus

| <b>Year 1</b> |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       | 2020-21       |
| Total Budget  | July          | August        | September     | October       | November      | December      | January       | February      | March         | April         | May           | June          | Total         | AR/AP         |

## **Assumption Notes**

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ANSWER

Operating Expenses

ANSWER

Freedom Preparatory Academy Charter School - Binghampton Campus  
New Charter School Application Budget Template  
Year 1 Cash Flow

**Supplies & Materials**

Textbooks and Instructional Supplies	44,000	\$0	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$4,400	\$0	44,000	-	Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Supplies
Faculty Supplies	2,700	\$450	\$450	\$450	\$450	\$450	\$450	\$0	\$0	\$0	\$0	\$0	2,700	-	Faculty Supplies
Library Books	23,000	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	\$1,917	23,000	-	Library Books
Testing & Evaluation	12,900	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	12,900	-	Testing & Evaluation
Student Laptops	25,000	\$25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	25,000	-	Student Laptops
Faculty Laptops	28,000	\$28,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	28,000	-	Faculty Laptops
Office Supplies	19,100	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	\$1,592	19,100	-	Office Supplies
Printing Paper	32,610	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	\$2,718	32,610	-	Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Marketing Materials
Student Uniforms	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Student Uniforms
Gifts & Awards - Students	11,000	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	11,000	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	3,925	\$327	\$327	\$327	\$327	\$327	\$327	\$327	\$327	\$327	\$327	\$327	3,925	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies

**Facility Related Expenses**

Rent	150,000	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	150,000	-	Rent
Utilities	102,000	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	102,000	-	Utilities
Custodial	107,250	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	\$8,938	107,250	-	Custodial
Waste	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Waste
Faculty Furniture	20,000	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	20,000	-	Faculty Furniture
Student Furniture	55,000	\$55,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	55,000	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	40,000	\$0	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$0	\$0	\$0	\$0	\$0	40,000	-	Building Decorum
Tenant Improvements	400,000	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	400,000	-	Tenant Improvements
Custodial Supplies	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Other
Security	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	Other
Building Maintenance / Repairs	27,000	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	27,000	-	Other
Pest Services	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Other
Landscape	26,500	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	\$2,208	26,500	-	Other

**Other Charges**

Staff Recruitment	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	-	Staff Recruitment
Student Recruitment & Community Enga	7,500	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	7,500	-	Student Recruitment & Community Engagement
Parent Meetings	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Parent Meetings
Field Lessons (Trips)	21,000	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	21,000	-	Staff Meetings
Summer Programs	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Other

**Debt Service**

Other	287,166	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	23,931	287,166	-	
Other	35,000	-	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Total Operating Expenses**

1,717,072	239,293	139,330	139,330	140,924	140,924	140,924	132,474	132,474	132,474	132,474	128,974	117,480	1,717,072	-	
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**Total Expenses**

3,563,991	393,203	293,240	293,240	294,834	294,834	294,834	286,384	286,384	286,384	286,384	282,884	271,390	3,563,991	-	
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**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Year 2 Through 5 Budget**

Revenue Assumptions						
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
Annual Revenue Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
<b>State Revenues</b>	<b>Assumption</b>					<b>Assumption Notes</b>
Basic Education Program	\$0	2,610,600	\$4,526,780	\$6,518,564	\$7,480,052	\$8,477,392
BEP Transportation Component	\$0	89,268	\$154,791	\$222,899	\$255,776	\$289,880
BEP Capital Outlay	\$0	120,000	\$156,060	\$224,726	\$257,874	\$292,257
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
<b>Federal Revenues</b>	<b>Assumption</b>					<b>Assumption Notes</b>
Title I	\$0	112,500	\$114,750	\$117,045	\$119,386	\$121,774
Title II	\$0	-	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
<b>School Activity Revenues</b>	<b>Assumption</b>					<b>Assumption Notes</b>
Lunch Payments	\$0	2,500	\$2,500	\$2,500	\$2,500	\$2,500
Field Lessons	\$0	6,300	\$12,750	\$18,000	\$20,250	\$22,500
Uniforms	\$0	-	\$0	\$0	\$0	
Summer Programs	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
-	-	-	-	-	-	
<b>Fundraising &amp; Philanthropy</b>	<b>Assumption</b>					<b>Assumption Notes</b>
Charter School Growth Fund	\$0	625,000	\$0	\$0	\$0	\$0
Charter School Growth Fund	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	
<b>Total Revenues</b>	3,566,168	4,967,631	7,103,734	8,135,838	9,206,302	
Compensation						
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
<b>Administrative Staff</b>						<b>Assumption Notes</b>
Principal/School Leader	171,000	174,420	177,908	192,141	195,984	
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	130,000	265,200	405,756	438,216	446,981	
Other (Specify in Assumptions)	-	-	-	-	-	
<b>Total Administrative Compensation</b>	301,000	439,620	583,664	630,358	642,965	
-	-	-	-	-	-	
<b>Instructional Staff</b>						
Teachers	495,000	872,100	1,264,086	1,516,903	1,701,965	
Special Education Teachers	100,000	153,000	156,060	224,726	286,526	
Educational Assistants/Aides	80,000	81,600	83,232	134,836	137,533	
Elective Teachers	-	30,600	62,424	101,127	137,533	
Other (Specify in Assumptions)	240,000	367,200	499,392	674,179	825,195	
<b>Total Instructional Compensation</b>	915,000	1,504,500	2,065,194	2,651,772	3,088,752	
<b>Non-Instructional Staff</b>						
Clerical Staff	90,000	91,800	140,454	151,690	154,724	
Custodial Staff	17,500	35,700	36,414	39,327	80,227	
Operations	120,000	122,400	124,848	134,836	137,533	
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	22,500	45,900	93,636	101,127	103,149	
<b>Total Non-Instructional Compensation</b>	250,000	295,800	395,352	426,980	475,633	
<b>Other Compensation</b>	-	-	-	-	-	

Freedom Preparatory Academy Charter School - Binghampton Campus New Charter School Application Budget Template Year 2 Through 5 Budget					
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
<b>Total Compensation</b>	<b>1,466,000</b>	<b>2,239,920</b>	<b>3,044,210</b>	<b>3,709,109</b>	<b>4,207,350</b>
<b>Employer Benefits &amp; Taxes</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Social Security	83,401	127,429	173,185	211,011	239,356
Medicare	19,498	29,791	40,488	49,331	55,958
State Unemployment	12,000	18,400	24,800	28,400	32,000
Disability/Life Insurance	-	-	-	-	-
Workers Compensation Insurance	-	-	-	-	-
Other Fringe Benefits	-	-	-	-	-
Medical Insurance	139,270	214,920	295,013	363,042	415,928
Dental Insurance	3,958	3,998	4,038	4,078	4,119
Vision Insurance	1,994	2,014	2,034	2,054	2,075
TCRS Certified Legacy	-	-	-	-	-
TCRS Certified Hybrid	120,798	184,569	250,843	305,631	346,686
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-
Other Retirement	-	-	-	-	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>380,919</b>	<b>581,121</b>	<b>790,401</b>	<b>963,548</b>	<b>1,096,121</b>
<b>Operating Expenses</b>					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Annual Expense Increase</b>	<b>0.00%</b>	<b>2.00%</b>	<b>2.00%</b>	<b>2.00%</b>	<b>2.00%</b>
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%
<b>Assumption Notes</b>					
Contracted Services	\$0	\$12,751	\$14,450	\$19,550	\$23,375
Professional Development	\$0	-	\$0	\$0	\$0
Financial Services	\$0	-	\$0	\$0	\$0
Audit Services	\$0	-	\$0	\$0	\$0
Legal Fees	\$0	-	\$0	\$0	\$0
Copier Lease and Usage	\$0	34,500	\$35,190	\$35,894	\$36,612
Internet and Phone Service	\$0	13,500	\$13,770	\$14,045	\$14,326
Cell Phone Service	\$0	4,320	\$4,406	\$4,495	\$4,584
Payroll Services	\$0	-	\$0	\$0	\$0
Health Services	\$0	-	\$0	\$0	\$0
Transportation	\$0	90,000	\$135,000	\$180,000	\$225,000
IT Services	\$0	-	\$0	\$0	\$0
Contracted SPED Services	\$0	-	\$0	\$0	\$0
Insurance	\$0	-	\$0	\$0	\$0
Postal Charges	\$0	750	\$765	\$780	\$796
Bank Charges	\$0	-	\$0	\$0	\$0
<b>Assumption Notes</b>					
Supplies & Materials	\$0	44,000	\$44,880	\$45,778	\$46,693
Textbooks and Instructional Supplies	\$0	-	\$0	\$0	\$0
Education Software	\$0	-	\$0	\$0	\$0
Student Supplies	\$0	-	\$0	\$0	\$0
Faculty Supplies	\$0	2,700	\$5,100	\$6,900	\$8,250
Library Books	\$0	23,000	\$23,460	\$23,929	\$24,408
Testing & Evaluation	\$0	12,900	\$13,158	\$13,421	\$13,690
Student Laptops	\$0	25,000	\$25,000	\$25,000	\$15,000
Faculty Laptops	\$0	28,000	\$16,000	\$16,000	\$9,000
Office Supplies	\$0	19,100	\$19,482	\$19,872	\$20,269
Printing Paper	\$0	32,610	\$33,262	\$33,927	\$34,606
Marketing Materials	\$0	-	\$0	\$0	\$0
Student Uniforms	\$0	10,000	\$10,200	\$10,404	\$10,612
Gifts & Awards - Students	\$0	11,000	\$11,220	\$11,444	\$11,673
Gifts & Awards - Teachers and Staff	\$0	3,925	\$3,450	\$4,650	\$5,325
Health Supplies	\$0	-	\$0	\$0	\$0
Facility Related Expenses	\$0	150,000	\$195,000	\$253,500	\$329,550
Rent	\$0	-	\$0	\$0	\$0

Freedom Preparatory Academy Charter School - Binghampton Campus New Charter School Application Budget Template Year 2 Through 5 Budget						
Utilities	\$0	102,000	\$132,600	\$172,380	\$224,094	\$291,322
Custodial	\$0	107,250	\$123,338	\$141,838	\$163,114	\$187,581
Waste	\$0	4,800	\$4,896	\$4,994	\$5,094	\$5,196
Faculty Furniture	\$0	20,000	\$13,000	\$12,000	\$9,000	\$8,000
Student Furniture	\$0	55,000	\$30,000	\$30,000	\$18,000	\$18,000
Internet/Network Equipment	\$0	-	\$0	\$0	\$0	\$0
Other Equipment	\$0	-	\$0	\$0	\$0	\$0
Building Decorum	\$0	40,000	\$40,800	\$40,800	\$20,400	\$20,400
Tenant Improvements	\$0	400,000	\$0	\$0	\$0	\$0
Custodial Supplies	\$0	3,000	\$3,060	\$3,060	\$3,060	\$3,060
Security	\$0	30,000	\$30,600	\$30,600	\$30,600	\$30,600
Building Maintenance / Repairs	\$0	27,000	\$27,540	\$27,540	\$27,540	\$27,540
Pest Services	\$0	4,800	\$4,896	\$4,896	\$4,896	\$4,896
Landscaping	\$0	26,500	\$27,030	\$27,030	\$27,030	\$27,030
<b>Other Charges</b>						
Staff Recruitment	\$0	25,000	25,500	26,010	26,530	27,061
Student Recruitment & Community Engagement	\$0	7,500	7,650	7,803	7,959	8,118
Parent Meetings	\$0	1,500	1,530	1,561	1,592	1,624
Field Lessons (Trips)	\$0	21,000	25,500	36,000	40,500	45,000
Summer Programs	\$0	1,500	2,000	2,500	3,000	5,000
<b>Debt Service</b>						
Other	\$0	287,166	497,946	717,042	822,806	932,513 CMO Management Fee
Other	\$0	35,000	35,000	35,000	35,000	35,000 Authorizer Fee
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
<b>Total Operating Expenses</b>		1,717,072	1,636,679	2,040,643	2,303,984	2,624,715
<b>Total Expenses</b>		3,563,991	4,457,720	5,875,254	6,976,641	7,928,186

**Freedom Preparatory Academy Charter School - Binghampton Campus**  
**New Charter School Application Budget Template**  
**Year 0 & Years 1 through 5 Summary**

Revenue Assumptions						
	Year 0 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
<b>Starting Fund Balance</b>	-	-	2,177	512,088	1,740,568	2,899,765
State Revenues	-	2,819,868	4,837,631	6,966,189	7,993,702	9,059,529
Federal Revenues	-	112,500	114,750	117,045	119,386	121,774
School Activity Revenues	-	8,800	15,250	20,500	22,750	25,000
Fundraising & Philanthropy	372,172	625,000	-	-	-	-
<b>Total Revenues</b>	<b>372,172</b>	<b>3,566,168</b>	<b>4,967,631</b>	<b>7,103,734</b>	<b>8,135,838</b>	<b>9,206,302</b>
Staffing	170,000	1,466,000	2,239,920	3,044,210	3,709,109	4,207,350
Employer Benefits & Taxes	44,482	380,919	581,121	790,401	963,548	1,096,121
Contracted Services	1,440	155,821	203,581	254,764	304,693	313,720
Supplies & Materials	6,000	212,235	205,212	211,325	199,526	204,640
Facility-Related Expenses	120,250	970,350	632,760	748,638	862,378	1,052,040
Other Charges	-	56,500	62,180	73,874	79,581	86,803
Debt Service	30,000	322,166	532,946	752,042	857,806	967,513
<b>Total Expenses</b>	<b>372,172</b>	<b>3,563,991</b>	<b>4,457,720</b>	<b>5,875,254</b>	<b>6,976,641</b>	<b>7,928,186</b>
<b>Net Income</b>	<b>-</b>	<b>2,177</b>	<b>509,911</b>	<b>1,228,480</b>	<b>1,159,197</b>	<b>1,278,116</b>
<b>Ending Fund Balance</b>	<b>-</b>	<b>2,177</b>	<b>512,088</b>	<b>1,740,568</b>	<b>2,899,765</b>	<b>4,177,881</b>

## ***Attachment P***

### **Full Implementation and Theory of Action**

The best evidence that the proposed budget is adequate to ensure that the Freedom Preparatory Academy model can be implemented fully is the fact that it is currently being successfully implemented with its 4 existing schools, authorized by the Achievement School District and Shelby County Schools. The proposed budget plan draws on staffing and spending approaches being currently implemented in a K through 5 and a 6 through 8 setting, which is reflective of our existing Elementary School (operating since 2014) and Middle School (operating since 2009) models. Because of the schools successful longevity of each model, Freedom Preparatory Academy feels comfortable that the budget and model can be replicated. In addition, Freedom Prep has validated this proposed budget via an extensive strategic budget plan that was developed to solicit an investment from the Charter School Growth Fund. In the course of developing this strategic budget plan, Freedom Preparatory Academy mapped out a financial roadmap for how to ultimately open and launch six new schools, including the one operating under the Achievement School District, as well as the 3 schools operating under Shelby County School District. Ultimately, Freedom Preparatory Academy was successful in securing a \$6.7M investment from the Charter School Growth Fund during FY 2015, to be used to subsidize both the scale up of Freedom Prep's Central Office, as well as providing assistance to each school it opens to scale up. In addition, Freedom Prep has been successful in securing the Federal Charter Schools Plan Replication & Expansion of High Quality Charter Schools Grant for \$4.3M

The proposed budget calls for 1 teacher per 30 students, per grade, ensuring a 30:1 student to teacher model. The budget also calls for a Head of School, a Dean (Students / Academics) and a Dean of Operations in year 1. This staffing model can prove to be expensive in the early stages of operations. By leveraging its Charter School Growth Fund commitment to subsidize this model in early years, Freedom Preparatory Academy is implementing its theory of action: implementing our leadership model at the onset of the school, allows our leaders to effectively focus on culture, academics and behavior consecutively, which is critical to ensuring that students entering Freedom Prep or any of its schools can quick reach and surpass grade level proficiency in the ultimate pursuit of preparing students to be not only successful in college, but to be successful in life and in their respective communities.

### **Student Enrollment and BEP Projections (Revenue)**

Student enrollment assumptions are 90 students per grade level in K through 5 and 120 students per grade level in grades 6 through 8, with Freedom Preparatory Academy having a projected enrollment of 300 in FY 2021, grades K, 1 and 6. In FY 2022, Freedom Preparatory Academy would recruit a new class of 90 kindergarten students' and 120 6th grade students and recruit to backfill any students lost to attrition in our raising 1st, 2nd and 7th grades.

The Basic Education Program (BEP) rate assumption for FY 2020, which serves as the base rate for future year assumptions through FY 2024, has been assumed at \$8,702 per average daily membership (ADM) or average enrollment. This is currently the BEP funding rate advised by SCS charter schools, plus an additional \$298 for schools providing transportation. Year over year, the BEP rate is assumed to increase at least 2%, which is consistent with most recent trends in the BEP rate. The 2% assumed increase in the BEP rate year over year would ultimately lead to a BEP rate in FY 2025 that was approximately 8% higher than the BEP rate in FY 2021, which is also consistent

with the historical trends around the BEP funding rates. Freedom Preparatory Academy has managed the assumed increase of the BEP rate with an offsetting assumed increase to payroll spending and other areas of the budget. Separate from this, Freedom Preparatory Academy has included an assumption of \$400 per student for the BEP Capital Outlay component that comes directly from the state to defray facility costs incurred.

### **All Anticipated Funding Sources**

In addition to the BEP and BEP Capital Outlay assumptions, Freedom Preparatory Academy has included assumptions for the public funding sources Title I based on guidance received from SCS funding levels and the appropriate drivers, including an assumed Free and Reduced Lunch percentage of 90%. National School Lunch Program funding has been included and the daily amount per student aligns roughly with the breakfast and lunch meal reimbursement rates for free students. An E-Rate assumption has not been included, but assuming Freedom Preparatory Academy participates more broadly in E-Rate across its network of schools, Freedom Prep will add this to the revenue sources.

The only non-public resource assumed in the budget is a \$997k in years 0 and 1 subsidization from the Charter School Growth Fund. As mentioned earlier, Freedom Prep has received a \$6.7M commitment from the Charter School Growth Fund to support the scale up of its Central Office and implement its model and theory of action even when schools are just starting out.

### **All Anticipated Expenditures**

Across the 5-year outlook, the financial picture is good for Freedom Preparatory Academy. With the operating budget expected to reach full scale by year 5, from a \$3.5M+ budget to a \$7.9M+ budget, Freedom Preparatory demonstrates ability to scale in the longer term. Operating income is anticipated to be positive in all years. Some flattening of expenses will have to occur in an otherwise relatively flat funding environment when expenses naturally tend to increase over time. The reserve that the proposed school would be able to develop by the end of the 5th year is projected to be approximately \$5M, which assumes the school continues to rent a facility versus purchasing.

In terms of staffing, personnel numbers are expected to grow from 30 staff in FY 2021 to 80 staff in FY 2025 the year in which the school reaches full scale. Biggest area of staffing growth is among instructional staff year over year, with average lead teacher salaries starting at \$45K.

A 2% year over year increase has been budgeted for COLA in years 1 through 3 an 8% increase is budgeted in years 4+. All the standard employer taxes and benefits have been budgeted for: Social Security at 5.69% of salaries; Medicare at 1.45% of salaries; 4% of the first \$9K per employee per calendar year for state unemployment insurance, retirement (TCRS) costs budgeted using FY 2018 trend to salary 8.24%. Health insurance has been budgeted using FY 2018 trends, 9.91%, including vision and dental.

As far as the other key expenses, such as instructional materials, supplies, furniture, student & adult technology, professional development, etc., Freedom Prep has included a robust amount of spending on a per student basis that adequately reflects all of these programmatic and operational requirements, based on our historical costs / contracted rates previously established for the network across similar sized and structured schools. The largest expenses include its expense for the

renovation of leased space. This budgeted amount is consistent with current space that Freedom Prep leases. Janitorial services have been budgeted at \$1.65/square foot, which is consistent with the current contracted level at existing Freedom Preparatory Academy facilities, with utilities at \$1.70/square foot. Bussing is a major expense as well, representing approximately 3% of budgeted expenses in a given year, with the expectation that at least half of the student body will need bussing services. The proposed school's budget also includes a management fee equal to 10% revenue in each year to go to the Central Office to provide additional support and access to key items like insurance, technology support, and instructional and curriculum support that are otherwise not included in the school level budget.

All told, the average spend per student is expected to be around \$11.8K in FY 2021 but then level off around \$8.8K at full enrollment.



*Attachment Q*

**FREEDOM PREPARATORY ACADEMY**  
**2020-2021 PROPOSED BUDGET**  
**BUDGET SUMMARY**  
**ATTACHMENT Q PART I**

	Central Office	MS/HS (Flagship)	FPA Westwood ES	FPA Millbranch ES	FPA Millbranch MS	FPA Binghampton ES	FPA Binghampton MS	Total 2020-21 Proposed Budget
<b>Enrollment</b>	0	820	540	540	360	180	120	2560
<b>Staff</b>	30	90	62	54	35	17	8	296
<b>REVENUE</b>								
BEP	-	7,380,000	4,950,880	4,860,000	3,240,000	1,620,000	1,080,000	23,130,880
BEP Capital Outlay	-	328,000	-	216,000	144,000	72,000	48,000	808,000
Title I	-	307,500	307,800	202,500	135,000	67,500	45,000	1,065,300
Title II	-	-	24,300	-	-	-	-	24,300
IDEA	-	-	86,400	-	-	-	-	86,400
Pre-K Expansion Grant	-	-	150,000	-	-	-	-	150,000
Mgmt Fees	2,544,397	-	-	-	-	-	-	2,544,397
CSGF	407,976	150,000	50,000	-	-	331,000	294,000	1,232,976
Philanthropy / Grants / Fundraising	498,300	15,000	-	-	-	-	-	513,300
Other	211,800	99,134	20,953	5,738	14,784	5,150	3,650	361,209
<b>Total Revenues</b>	<b>3,662,473</b>	<b>8,279,634</b>	<b>5,590,333</b>	<b>5,284,238</b>	<b>3,533,784</b>	<b>2,095,650</b>	<b>1,470,650</b>	<b>29,916,762</b>
<b>OPERATING EXPENSES</b>								
Salaries	2,320,392	4,706,061	2,993,113	2,682,359	1,715,746	923,750	542,250	15,883,671
Benefits	601,926	1,227,209	802,198	686,388	467,323	242,129	138,791	4,165,963
Contracted Services	429,438	902,317	736,931	570,165	409,115	389,025	344,545	3,781,536
Supplies & Materials	213,523	573,616	362,121	354,189	262,662	149,796	111,539	2,027,447
Other Expenses	39,750	846,800	674,597	742,736	551,951	390,783	331,383	3,578,000
Depreciation Expense	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>3,605,029</b>	<b>8,256,002</b>	<b>5,568,960</b>	<b>5,035,838</b>	<b>3,406,797</b>	<b>2,095,483</b>	<b>1,468,508</b>	<b>29,436,617</b>
<b>OPERATING INCOME (LOSS)</b>	<b>\$57,444</b>	<b>\$23,632</b>	<b>\$21,373</b>	<b>\$248,400</b>	<b>\$126,987</b>	<b>\$167</b>	<b>\$2,142</b>	<b>\$480,145</b>
<b>STARTING FUND BALANCE</b>	<b>\$44,957</b>	<b>\$491,187</b>	<b>\$529,770</b>	<b>\$56,939</b>	<b>\$173,712</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,296,566</b>
<b>ENDING FUND BALANCE</b>	<b>\$102,401</b>	<b>\$514,819</b>	<b>\$551,143</b>	<b>\$305,339</b>	<b>\$300,699</b>	<b>\$167</b>	<b>\$2,142</b>	<b>\$1,776,710</b>

**FREEDOM PREPARATORY ACADEMY**  
**2020-2021 PROPOSED BUDGET**  
**FREEDOM PREP CONSOLIDATED BUDGET**  
**ATTACHMENT Q PART II**

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	2020/2021 Total	
Enrollment														
Total Network Enrollment	0	2560	2560	2560	2560	2560	2560	2560	2560	2560	2560	0	2560	
<b>Staff</b>														
Teachers	183	183	183	183	183	183	183	183	183	183	183	183	183	
Administration (non-leaders)	50	50	50	50	50	50	50	50	50	50	50	50	50	
Administration (leaders)	63	63	63	63	63	63	63	63	63	63	63	63	63	
Total Staff	296	296	296	296	296	296	296	296	296	296	296	296	296	
<b>Revenue</b>														
43541 Management Fees	-	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	-	254,440	2,544,397
<b>SUBTOTAL - Management Fees</b>	-	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	-	254,440	2,544,397
<b>43000 Charges for Current Services</b>														
43513 Tuition - Summer School	-	-	-	-	-	-	-	3,900	3,900	3,900	3,900	3,900	19,500	
43522 Lunch Payments - Adults	-	867	1,616	1,605	1,506	1,429	1,308	1,655	1,572	1,478	1,726	849	15,612	
43526 Field Trips	-	1,225	10,586	2,836	1,586	1,586	1,586	2,836	2,836	1,586	-	-	28,250	
43527 Uniforms	208	1,021	396	396	396	1,021	396	396	1,021	396	396	208	6,250	
43541 LEAs	-	-	-	-	-	-	-	-	-	-	-	-	-	
43990.126 Supply Kits	4,837	4,837	7,229	-	-	2,400	-	-	2,400	-	-	-	21,703	
43990.132 Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-	
43990.133 Concessions	1,472	1,647	2,222	2,222	3,472	2,222	2,172	1,472	1,472	1,472	1,472	1,472	22,794	
43990.134 Basketball Fees	-	-	2,100	-	-	-	-	-	-	-	-	-	2,100	
43990.135 Cheerleading Fees	-	840	960	-	-	-	-	-	-	-	-	-	1,800	
43990.136 Football Fees	-	2,250	2,250	-	-	-	-	-	-	-	-	-	4,500	
43990.137 Volleyball Fees	-	400	350	-	-	-	-	-	-	-	-	-	750	
43990.171 Rugby Fees	-	-	1,000	1,000	400	-	-	-	-	-	-	-	2,400	
43990.138 Graduation Dues	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	13,500	
43990.143 Student Council	-	-	150	150	150	150	150	150	150	150	150	-	1,500	
<b>SUBTOTAL - Charges for Current Services</b>	6,518	13,237	30,359	9,710	9,010	10,309	7,112	10,659	14,852	11,733	10,731	6,430	140,659	
<b>44000 Other Local Revenues</b>														
44000 Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	
44116 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
44130 Sale of Materials & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	
44170 Miscellaneous Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-	
44191 Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	
44570.2 Contributions & Gifts - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	
44570.3 Charter School Growth Fund	210,000	210,000	205,000	-	-	502,976	105,000	-	-	-	-	-	1,232,976	
44570.9 Grants / Contributions	325,403	-	-	-	-	-	-	-	-	-	-	187,897	513,300	
44570.11 Fundraising	18,379	18,379	18,379	18,379	18,379	18,379	18,379	18,379	18,379	18,379	18,379	18,379	220,550	
<b>SUBTOTAL - Other Local Revenues</b>	553,782	228,379	223,379	18,379	18,379	521,355	123,379	18,379	18,379	18,379	18,379	206,276	1,966,826	
<b>46000 State of Tennessee</b>														
46511 Basic Education Program	-	2,313,088	2,313,088	2,313,088	2,313,088	2,313,088	2,313,088	2,313,088	2,313,088	2,313,088	-	2,313,088	23,130,880	
46990 BEP Capital Outlay	-	80,800	80,800	80,800	80,800	80,800	80,800	80,800	80,800	80,800	-	80,800	808,000	
46991 Other State Revenues - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL - State of Tennessee</b>	-	2,393,888	2,393,888	2,393,888	2,393,888	2,393,888	2,393,888	2,393,888	2,393,888	2,393,888	-	2,393,888	23,938,880	
<b>47000 Federal Government</b>														
47100.1 Charter School Program Startup Grant	-	-	-	30,000	-	30,000	-	30,000	-	30,000	-	30,000	150,000	
47141 Title I - Grants to Local Education Agencies	-	-	-	118,367	118,367	118,367	118,367	118,367	118,367	118,367	118,367	118,367	1,065,300	
47142 Title II	-	-	-	-	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	24,300	
47143 Special Education - Grants to States	-	-	-	-	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	86,400	
47590 i3 Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	

<b>SUBTOTAL - Federal Government</b>													148,367	132,204	162,204	132,204	162,204	132,204	162,204	1,326,000					
<b>TOTAL REVENUE</b>													560,300	2,889,944	2,902,066	2,824,783	2,807,921	3,342,196	2,911,023	2,839,570	2,813,763	2,840,644	161,314	3,023,238	29,916,762
<b>Expenses</b>	<b>Payroll Expenses</b>																								
<b>100 Personnel Services</b>																									
104 Principal (Head of School)	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	50,774	609,286						
105 Supervisor-Director (Director of Operations)	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	32,577	390,920						
116 Teachers (Including Social Workers & FT Aides)	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	612,210	7,346,518						
130 Social Workers	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	30,829	369,945						
139 Assistant Principal (Deans of Students & Academics, Inst Coach)	115,353	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	175,305	2,043,712						
162 Clerical Personnel	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	37,724	452,684						
163 Educational Assistants (Campus Aids)	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	15,720	188,635						
167 Maintenance Personnel	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	3,540	42,480						
168 Temporary Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
169 Part-time Personnel	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	112,500						
172 Special Education Personnel (SPED, Interventionist & ESL)	111,277	111,277	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	171,229	1,934,849						
181 Bonus & Extra Pay	-	-	5,750	-	-	30,125	-	-	-	-	5,750	-	-	6,125	-	24,000	-	71,750							
189 Central Office	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	193,366	2,320,392						
<b>SALARY NEGOTIATION FUND</b>													-	-	-	-	-	-	-						
<b>SUBTOTAL - Personnel Services</b>													1,212,743	1,272,696	1,338,398	1,332,648	1,332,648	1,332,648	1,332,648	1,338,398	1,332,648	1,338,773	1,356,648	15,883,671	
<b>200 Employee Benefits</b>																									
201 Social Security	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	83,913	1,006,951						
204 State Retirement	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	107,470	1,289,637						
207 Medical Insurance	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	130,771	1,569,248						
208 Dental Insurance	4,198	3,850	2,962	6,770	4,779	4,773	4,614	4,311	4,388	4,420	4,503	4,548	54,117	-	-	-	-	-	-						
210 Unemployment Compensation	4,167	5,784	4,344	1,427	1,400	1,364	14,911	12,196	2,855	1,046	1,064	981	51,538	-	-	-	-	-	-						
212 Employer Medicare	15,123	15,250	15,128	14,882	15,011	15,275	14,950	14,793	14,945	14,897	14,894	15,197	180,345	-	-	-	-	-	-						
299 Other Fringe Benefits	1,157	1,079	867	2,158	1,138	1,151	1,117	1,089	1,074	1,085	1,097	1,113	14,126	-	-	-	-	-	-						
<b>SUBTOTAL - Employee Benefits</b>													346,798	348,116	345,453	347,390	344,482	344,717	357,746	354,543	345,415	343,601	343,711	343,993	4,165,063
<b>300 Contracted Services</b>																									
301 Contracted Services : Accounting Services	12,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,000						
302 Contracted Services: Advertising	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000						
305 Contracted Services: Audit Services	-	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-	-	-	-	-	-	-	30,000						
306 Bank Charges	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	2,400						
308 Consultants	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	2,558	30,700						
308.2 Contracted Services: Consultants	-	800	800	3,200	800	800	2,600	2,000	800	2,000	800	2,000	-	-	-	-	-	-	14,600						
Contracted Services: Contracts with Private Agencies: Contracts with Private Agencies - 2	-	-	30,000	-	30,000	-	30,000	-	30,000	-	30,000	-	30,000	-	30,000	-	30,000	-	150,000						
Contracted Services: Contracts with Private Agencies: Contracts with Private Agencies - Relay	-	-	52,500	-	-	-	-	-	52,500	-	-	-	-	-	-	-	-	-	105,000						
312.5 Contracted Services : Contracts with Private Agencies (TFA & Pre-K)	-	-	-	-	-	-	-	-	-	150,000	-	-	-	-	-	-	-	-	150,000						
316 Contracts with Special Education Providers	-	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	28,000	-	280,000						
320 Contracted Services: Dues & Memberships	260	335	-	220	650	-	-	-	-	5,225	-	-	-	-	-	-	-	-	6,690						
322 Evaluation & Testing	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000						
324 Contracted Services: Financial Services	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	400						
328 Janitorial Services	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	38,333	460,000						
328.2 Landscaping Services	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	22,500	225,000						
328.3 Pest Control	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	1,570	18,840						
330 Rent	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000						
331 Legal Services	-	-	-	-	-	-	-	-	-	6,000	-	-	-	-	-	-	-	-	6,000						
335 Maintenance & Repair Services - Building	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	220,000						
343 Payments to Schools - Lunch	-	617	1,366	1,355	1,256	1,179	1,058	1,405	1,322	1,228	1,476	849	13,112	-	-	-	-	-	-						
348 Postal Charges	375	525	525	500	475	575	650	525	475	500	525	375	6,025	-	-	-	-	-	-						
355 Travel	3,748	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	5,288	3,748	60,381						
375 Contracted Services: Class Management Software	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
377 Field Trips	-	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	175,000						
378 Fundraising Expenses (Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
380 Internet & Website Fees	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	2,000						
383 Payroll Services	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000						
385 Security	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000						
387 Staff Recruitment</td																									

391	Technology Services	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	16,667	200,000
393	Transportation - Student	-	60,400	58,280	55,630	56,160	44,500	60,400	60,400	51,390	64,110	64,640	-	575,910
399.1	HR Support	-	-	-	-	-	-	-	-	-	-	-	-	-
399.5	Other Contracted Services - 5	-	-	-	-	-	-	-	-	-	-	-	-	-
533	Other Charges: Criminal Investigation of Applicants	417	417	417	417	417	417	417	417	417	417	417	417	5,000

**SUBTOTAL - Contracted Services** 202,320 310,251 396,368 304,127 354,988 273,601 331,354 526,352 327,959 324,810 367,663 199,659 3,919,454

<b>400</b>	<b>Supplies &amp; Materials</b>													
410	Custodial Supplies	745	836	836	836	836	836	836	836	836	836	836	836	9,940
418.1	Copier Lease	21,889	21,889	21,889	21,889	21,889	21,889	21,889	21,889	21,889	21,889	21,889	21,889	262,663
422	Food Supplies	11,808	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	6,358	82,750
429	Instructional Materials	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	230,000
432	Library Books/Media	4,667	10,200	4,367	4,367	7,700	3,367	3,367	3,367	6,700	3,367	3,367	1,167	56,000
435	Office Supplies	5,025	5,025	5,025	5,025	5,025	5,025	5,025	5,025	5,025	5,025	5,025	5,025	60,300
449	Textbooks	833	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	31,000
451	Uniforms	833	4,883	2,383	2,383	2,383	4,883	2,383	2,383	4,883	2,383	2,383	2,383	33,000
452	Utilities	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	31,667	380,000
452.1	Phone & Fax Service	3,004	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	37,695
452.2	Internet	2,531	2,682	2,692	2,682	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	31,921
452.3	Waste	3,835	4,164	3,567	3,735	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	43,029
452.5	Cell Phones	2,718	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	31,296
481	Supplies & Materials : Instructional Supplies & Materials (Curriculum)	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000
481.1	Copier Usage Fees	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	41,500
481.4	Teacher Supplies	3,050	4,250	4,250	4,250	4,250	4,250	4,250	4,250	1,200	-	-	-	25,500
482.1	Building Decorum	25,208	5,958	5,958	5,958	3,458	3,458	3,458	3,458	3,458	3,458	3,458	3,458	70,000
492	Professional Development Supplies	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
494	Equipment - Computers	80,000	-	-	-	-	-	-	-	-	-	-	-	80,000
499.1	Staff Gifts and Awards	-	-	5,688	425	-	15,788	1,050	-	3,313	750	2,050	-	29,063
499.2	CEO - Discretionary (incl HOS)	929	417	1,317	673	673	1,317	673	417	1,573	673	417	1,573	10,650
499.3	CIO - Discretionary	417	417	417	417	417	417	417	417	417	417	417	417	5,000
499.4	CSO - Discretionary	417	417	417	417	417	417	417	417	417	417	417	417	5,000
499.5	CFO - Discretionary	625	625	625	625	625	625	625	625	625	625	625	625	7,500
499.6	CPO - Discretionary	417	417	417	417	417	417	417	417	417	417	417	417	5,000

711 Furniture 37,000 15,000 - - - - - - - - 37,500 47,500 137,000

**SUBTOTAL - Supplies & Materials** 292,743 179,029 161,696 155,949 156,072 170,670 149,738 148,232 157,534 148,238 186,782 189,123 2,095,806

<b>500</b>	<b>Other Charges</b>													
506	Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
513	Worker's Compensation Insurance	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	32,000
530	Fines, Assessments and Penalties	-	17,500	17,500	17,500	17,500	17,500	17,500	17,500	17,500	-	17,500	17,500	175,000
590	CMO Management Fee	-	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	254,440	-	254,440
599	All Other Charges	402,479	2,329	829	829	829	829	1,329	829	829	829	479	413,250	
612	Principals on other Loans	4,778	4,778	4,778	4,778	4,778	4,778	4,778	4,778	4,778	4,778	4,778	4,778	57,340
613	Interest on Other Loans	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	12,478	149,737

**SUBTOTAL - Other Charges** 422,402 294,192 292,692 292,692 292,692 293,192 292,692 292,692 20,752 292,342 3,371,724

#### DEPRECIATION

Current Year Depreciation

**SUBTOTAL - DEPRECIATION**

**TOTAL EXPENSES (Including Deprecation Treatment)** 2,477,005 2,404,284 2,534,608 2,432,806 2,480,882 2,444,453 2,464,679 2,654,467 2,461,998 2,441,990 2,257,682 2,381,765 29,436,617

**NET OPERATING INCOME (LOSS)** -1,916,705 485,660 367,458 391,978 327,040 897,743 446,344 185,104 351,764 398,654 -2,096,367 641,473 480,144

Starting Fund Balance

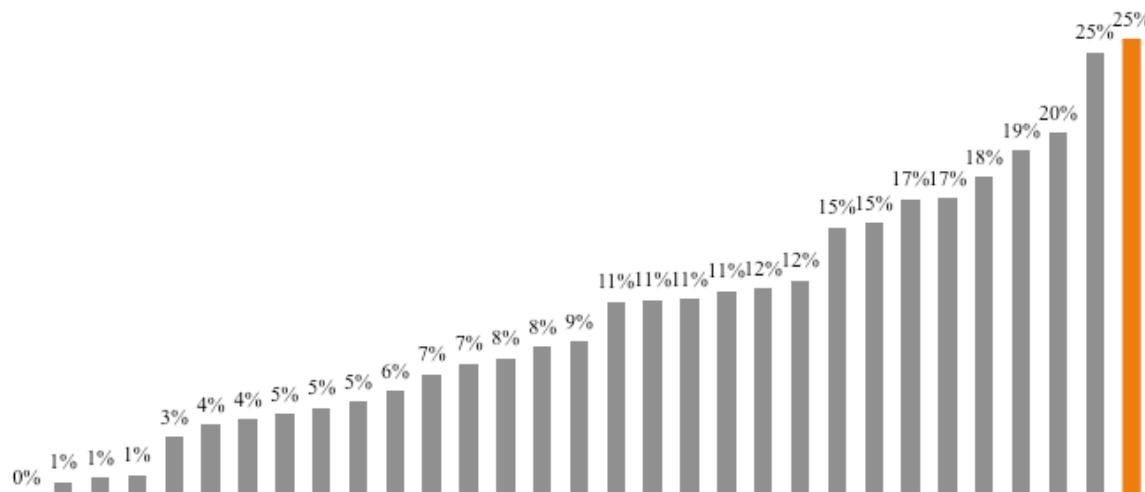


### Attachment R

Now in our 10<sup>th</sup> year of active service of Memphis' families, Freedom Prep Charter Schools has:

- ⌚ Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- ⌚ Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18

### **2017-18 Overall High School Exam Proficiency Rate All Non-Selective High Schools in Shelby County Schools**

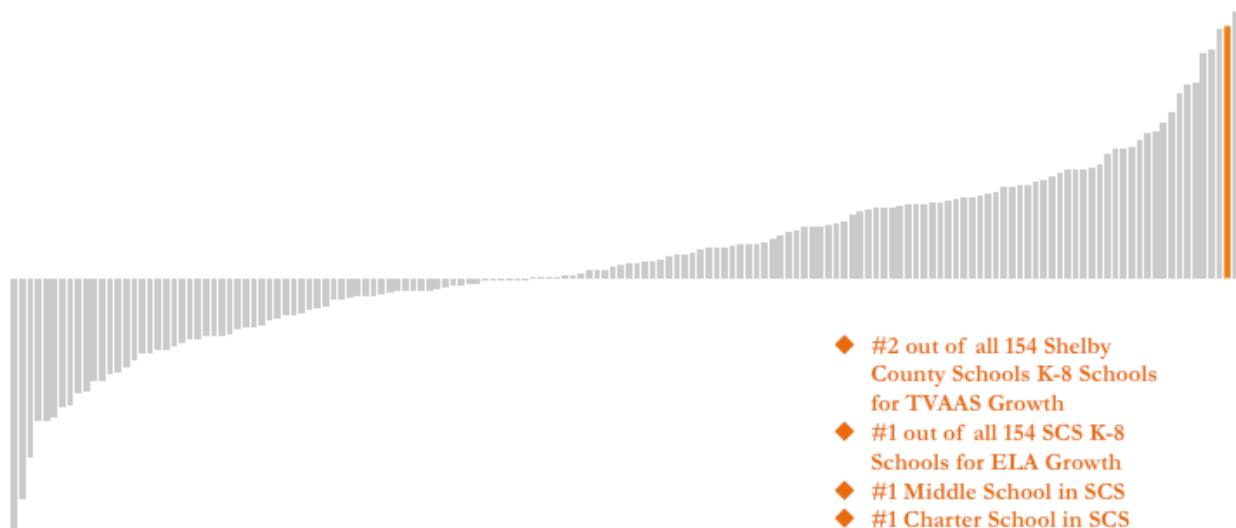


\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken

Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

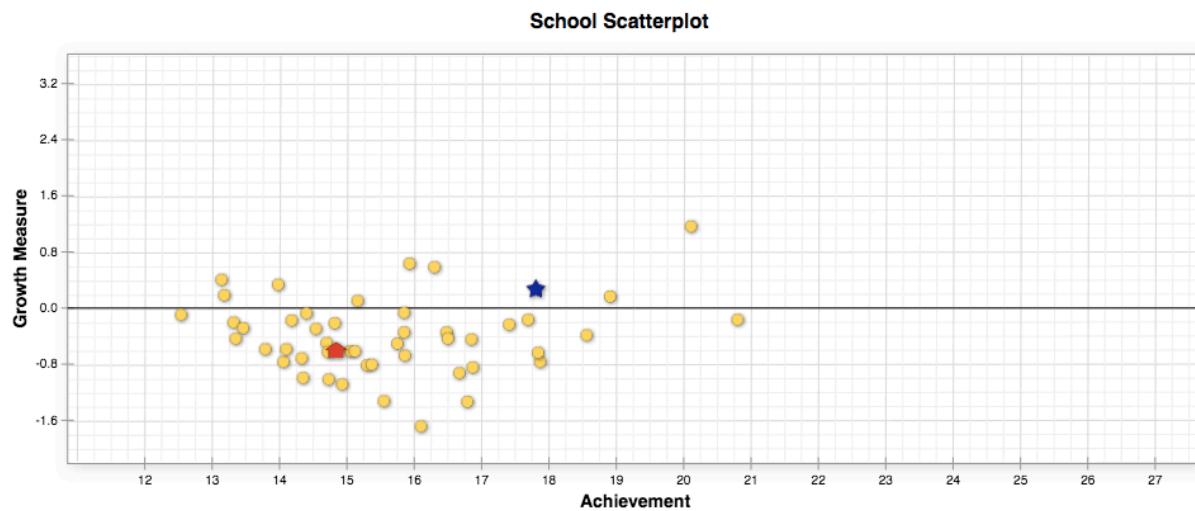
- ⌚ Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- ⌚ Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

- ⌚ Exceeded local ACT performance consistently. The chart below shows 2018 ACT achievement & growth. (Freedom Prep is represented by the blue star. The red icon represents the high school nearest our proposed location in Binghampton.)



- ⌚ Seen 100% of its first three graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- ⌚ Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and our 2018-19 internal data

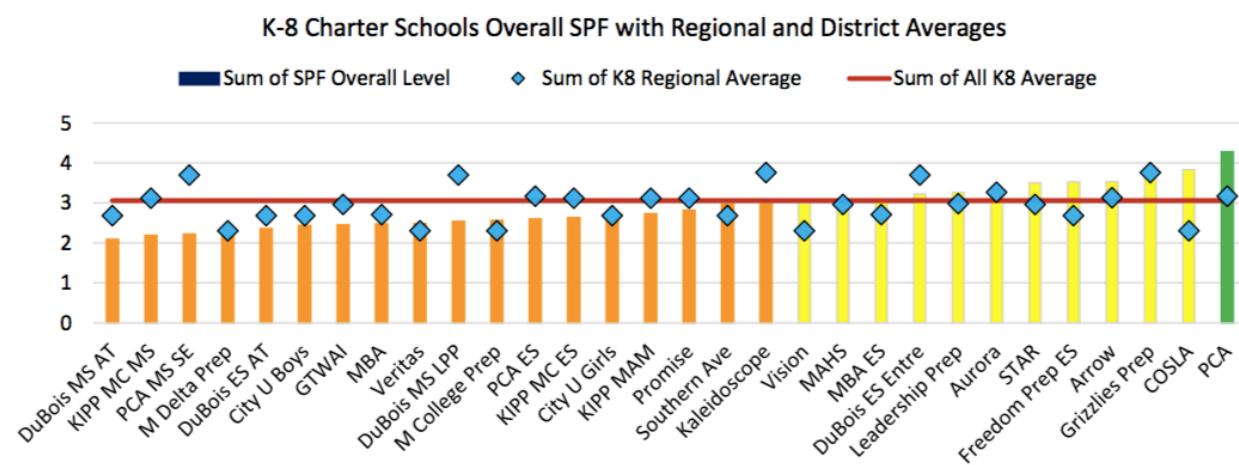
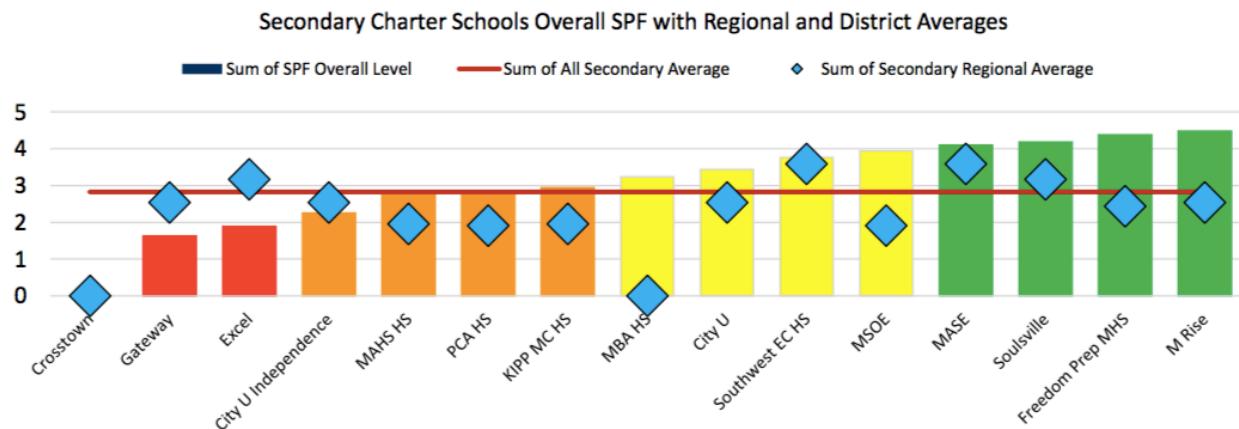
- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	Network Average
<b>Freedom Prep</b>	5	5	5	3				4.5
<b>Operator #2</b>	5	3						4.0
<b>Operator #3</b>	5	3	2					3.3
<b>Operator #4</b>	5	3	2					3.3
<b>Operator #5</b>	5	4	3	3	3	1		3.2
<b>Operator #6</b>	5	5	3	3	2	1	1	2.9
<b>Operator #7</b>	5	1	1					2.3
<b>Operator #8</b>	5	1	1	1				2.0

Based on families' desire for college-preparatory education, limited access to high-performing non-optimal schools, and the operational, fiscal, and programmatic health of the organization over its 10 years of operation, FPA has established a growth plan that will enable the network to achieve a deeper impact in the target communities by exponentially increasing the percentage of residents who are college-bound. The proposed charter, if approved, will officially launch a third Freedom Prep K-8 pipeline to college preparation while meeting Shelby County Schools' established need for additional K-8 seats in the Binghampton community.

### **Successful Program as Evidenced by SCS School Performance Framework**

FPA Flagship Middle & High School Campus and FPA Elementary School Campus both received high marks in 2017-18 relative to the comparative 6-12 and K-8 Charters, respectively, as evidenced by the charts below. Additionally, these charts show that Freedom Prep outperformed the SCS regional average in its school group for both existing SCS FPA Charters. These charts come from the *SCS-Authorized Charter Schools Annual Report* released January 2019.



## **Successful Program as Evidenced by 10-Year Renewal Process**

Freedom Prep also takes confidence in the quality of our program by Shelby County Schools' decision to renew our Flagship Campus' charter this year, during which Freedom Prep received the highest ratings of any renewed school.

## **Successful Program as Evidenced by High School Results**

While Freedom Prep is not proposing grades 9-12 in this charter application, the performance of Freedom Prep High School speaks to the overall strength of Freedom Prep Charter Schools, and it is also relevant to this application given that exiting 8<sup>th</sup> graders from Freedom Preparatory Academy – Binghamton Campus would certainly choose to enter Freedom Prep High School as 9<sup>th</sup> graders in the fall of 2023. The data points below highlight the performance of Freedom Prep High School:

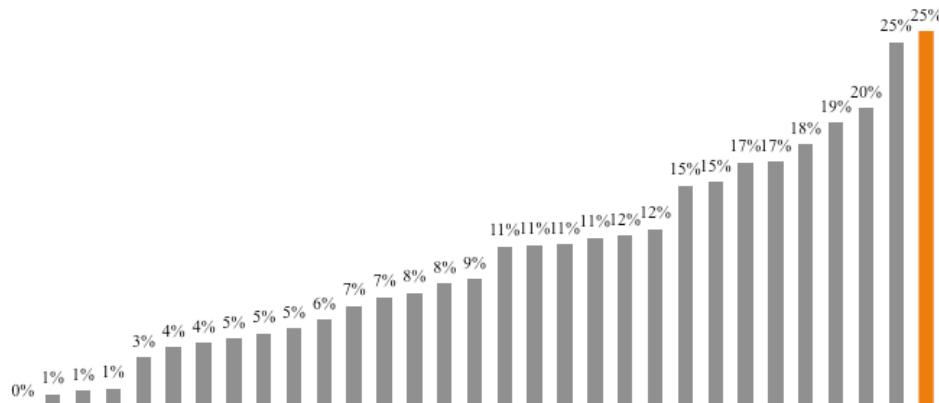
- Freedom Prep High School has earned 100% acceptance to 4-year colleges and universities across each of its first three graduating classes, including the Class of 2019. The Class of 2019 alone has been admitted to the following schools:

 Agnes Scott College	 Harris Stowe State University	 Southwestern University (TX)
 Alabama A&M University	 Hendrix College	 Spelman College
 Alabama State University	 Howard University	 Spring Hill College
 Albion College	 Hurston-Tillotson University	 Stillman College

Art Academy of Cincinnati	Indiana State University	Syracuse University
Alcorn State University	Jackson State University	Tennessee State University
Arizona State University	Johnson C. Smith University	Tuskegee University
Ashland University	Johnson and Wales University	University of Arkansas, Pine Bluff
Austin Peay State University	Lane College	University of Maryland Shore
Barton University	Langston University	University of Memphis
Bellarmine University	Lee University	University of Minnesota- Twin Cities
Belmont University	LeMoyne-Owen College	University of Missouri
Birmingham Southern College	Life University	University of Missouri- St. Louis
Blue Mountain College	Lincoln University	University of Nevada, Las Vegas
Carleton College	Lindenwood University	University of South Alabama
Centenary College	Lipscomb University	University of Southern California
Centre College	Long Island University	University of Tennessee, Knoxville
Central State University	Middle Tennessee State University	University of Tennessee, Martin
Central Washington University	Millsaps College	Virginia State University
Christian Brothers University	Mississippi State University	Voorhees College
Clark Atlanta University	Missouri University of Science and Technology	Washington University in St. Louis
Columbia College, Chicago	Morehouse College	West Virginia University
Dartmouth College	Murray State University	Western Kentucky University
Davenport University	Norwich University	Xavier University of Louisiana
Depaw University	Oglethorpe University	
Dillard University	Paine College	
Drew University	Paul Quinn College	
Drexel University	Philander Smith College	
Eastern Kentucky University	Robert Morris University	
Eastern Michigan University	Rhodes College	
East Tennessee State University	Rust College	
Georgetown College	Seton Hall University	
Georgia State University	Southeast Missouri State University	
Fisk University	Southern A&M University	
	Southwest Tennessee Community College	

- Freedom Prep High School students have earned the highest Exam Success Rate of all Shelby County Schools charter schools in 2015-16, 2016-17 and 2017-18. In 2017-18, Freedom Prep EOC Success Rate was the highest out of all non-selective high schools in Shelby County Schools

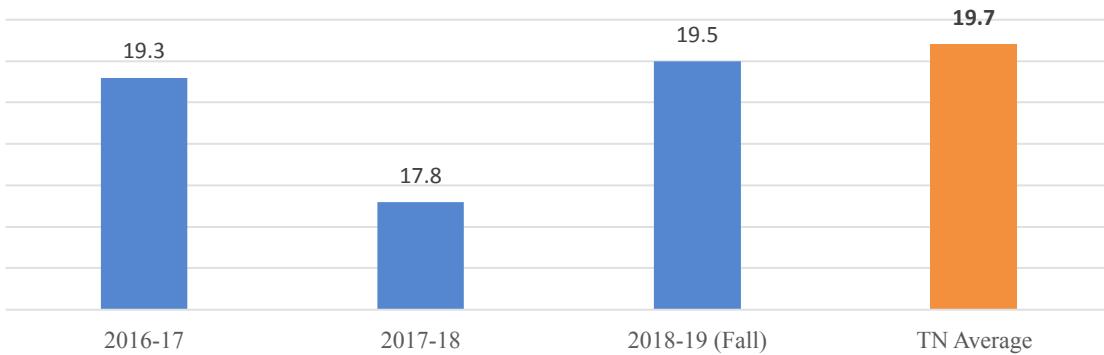
## 2017-18 Overall High School Exam Proficiency Rate All Non-Selective High Schools in Shelby County Schools



\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken  
Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

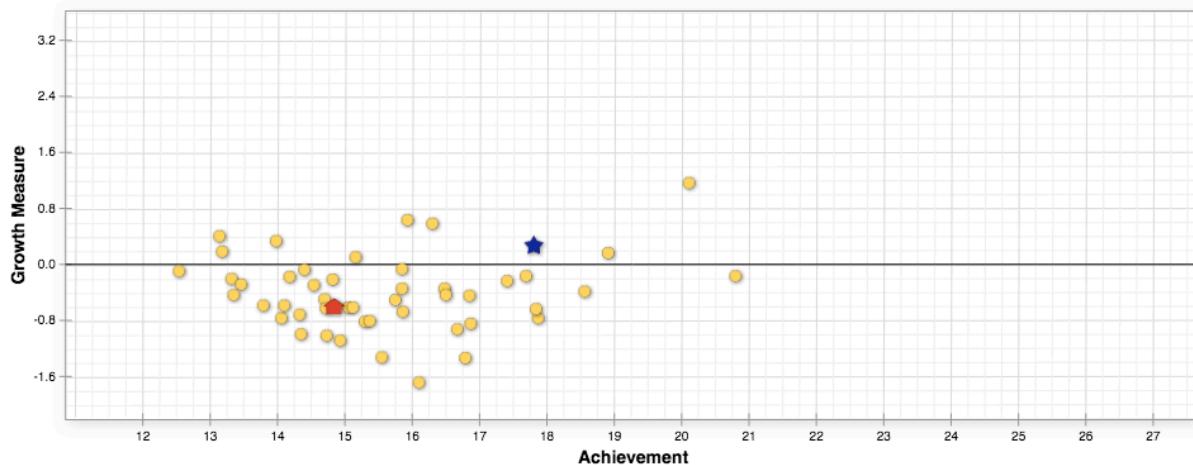
- ⌚ Freedom Prep High School students have improved performance on the ACT across our first three graduating classes, with the Class of 2019 nearly reaching the State of Tennessee average from 2018.

## FPA 12th Grade ACT Composite Average Scores



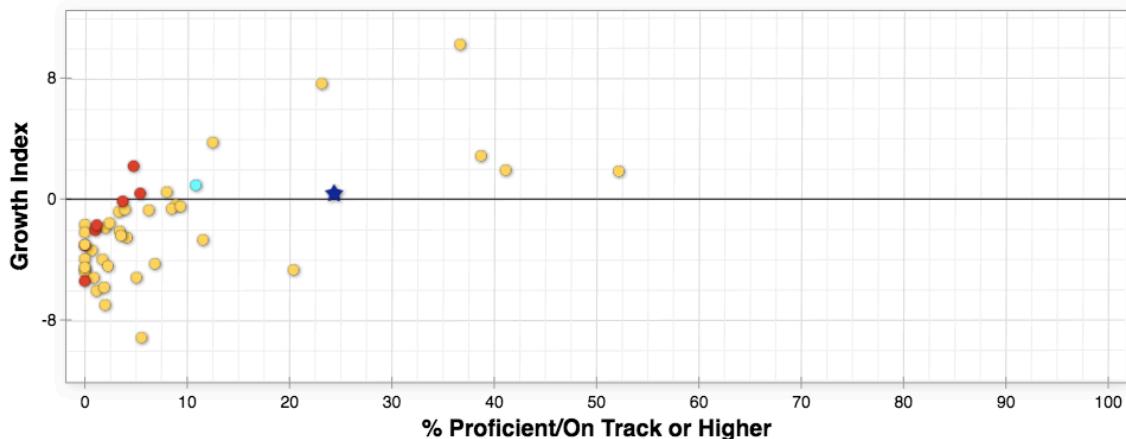
- ⌚ Freedom Prep High School students performed very favorably relative to all Shelby County Schools high schools for both growth and achievement. Freedom Prep High School performed extremely favorably relative to the one high school operating in the proposed area of Freedom Preparatory Academy – Binghampton Campus. The blue star represents Freedom Prep High School. The red icon represents the high school currently operating in Binghampton.

**School Scatterplot**

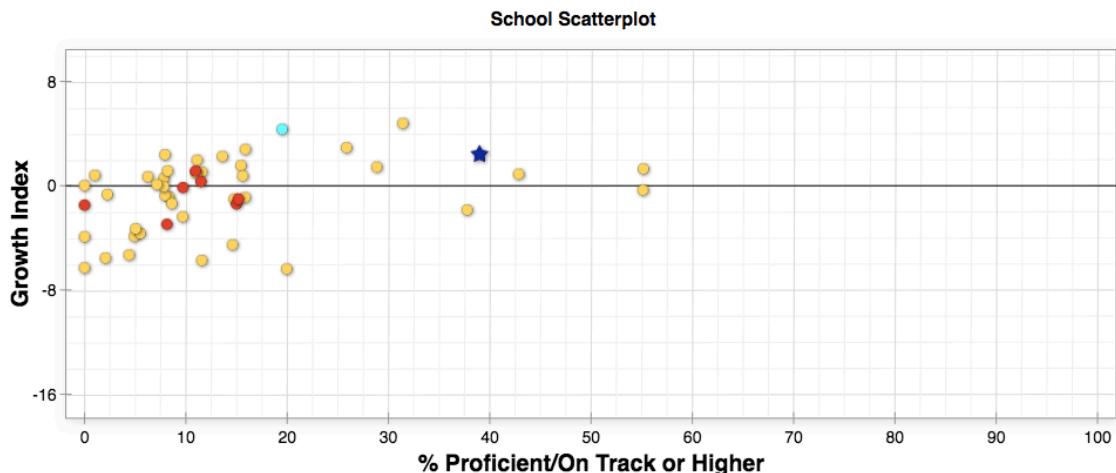


- ⌚ In the culminating Math TN Ready exam, Algebra II, Freedom Prep High School significantly outperforms schools in the Westwood & Whitehaven neighborhoods and ranks as one of the top performing schools out of all Shelby County Schools. The blue star represents Freedom Prep. The light blue dot represents selective admission Shelby County Schools high schools in Southwest Memphis. The red dots represent non-selective admission Shelby County Schools high schools in Southwest Memphis.

**School Scatterplot**



- ⌚ In the culminating ELA TN Ready exam, English III, Freedom Prep High School significantly outperforms schools in the Westwood & Whitehaven neighborhoods and ranks as one of the top performing schools out of all Shelby County Schools. The blue star represents Freedom Prep. The light blue dot represents selective admission Shelby County Schools high schools in Southwest Memphis. The red dots represent non-selective admission Shelby County Schools high schools in Southwest Memphis.



- Additional detail regarding Freedom Prep High School's historical academic performance is offered in course-by-course fashion in the 2018 application included with this charter application, but is being removed from this application in favor of additional space spent expanding upon our Grades K-8 results (given this is an application for a proposed K-8 school).

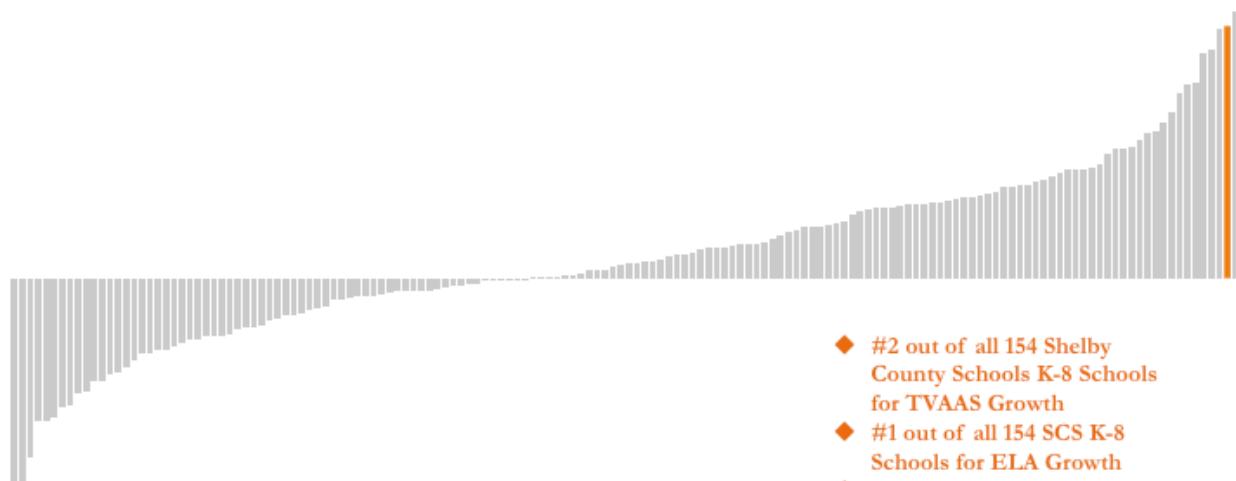
### Successful Program as Evidenced by Middle School Results

Freedom Prep's impressive academic performance is shared at both the high school and middle school levels. Since its inception as a middle school in 2009, the stated and implied mission of Freedom Preparatory Academy Charter Schools has been *"to prepare all students in grades PK-12 to excel in college and life,"* and by every tested academic and cultural measure, the Freedom Prep program is deemed successful.

The data points below highlight the performance of Freedom Prep middle school students in comparison to their peers in our current neighborhoods, in Shelby County Schools and in the State of Tennessee:

- Freedom Prep Flagship Middle School performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- Freedom Prep Flagship Middle School achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

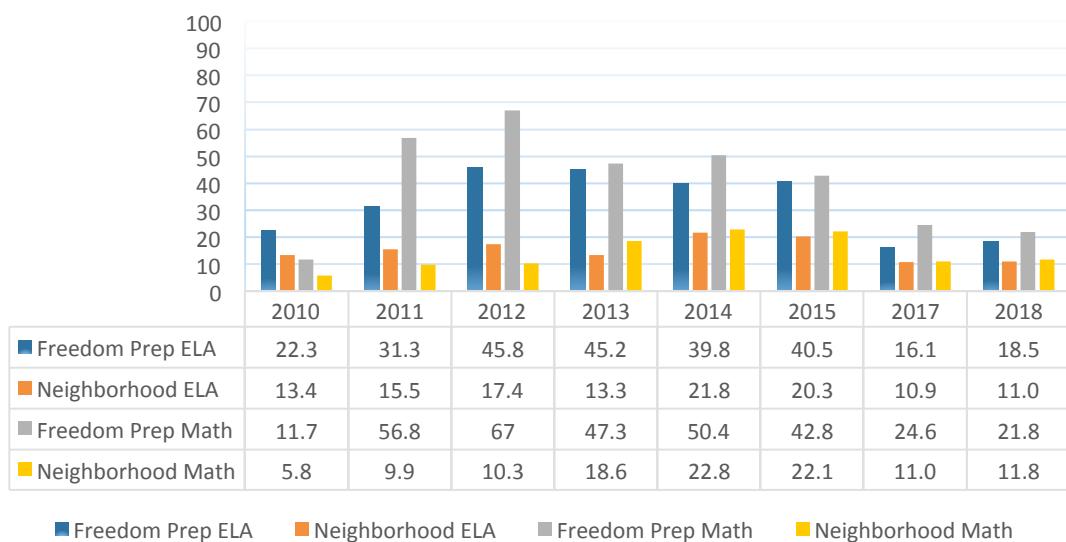
## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

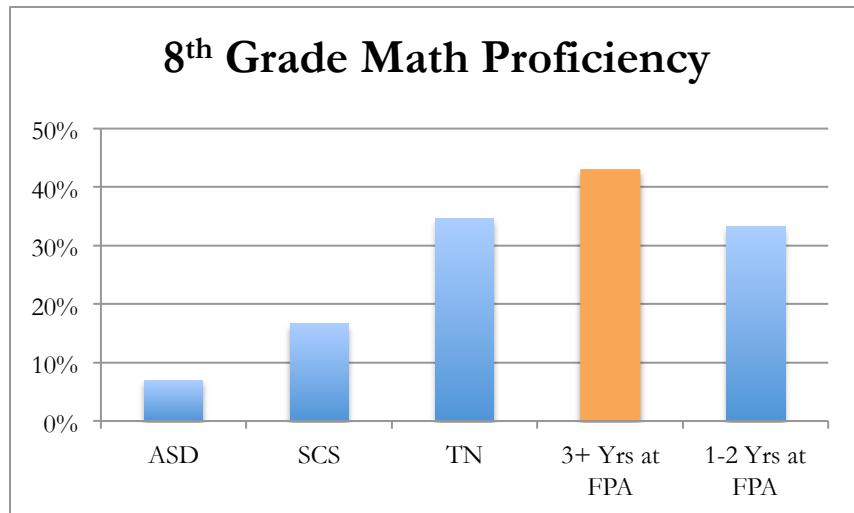
- ⌚ Freedom Prep Flagship Middle School students have performed above the neighborhood average for non-selective schools consistently since our founding in 2009, providing a stronger academic choice for families than the other options in our neighborhood:

### FPA Performance Compared to Neighborhood Schools



- ⌚ Freedom Prep middle school students earned a TVAAS Level 5 in all subjects in 2017-18

- Freedom Prep 8<sup>th</sup> graders enrolled in Algebra 1 passed at a rate of 83% in 2017-18, ranking at the 96<sup>th</sup> percentile in Shelby County Schools amongst all schools where 8<sup>th</sup> graders enrolled in Algebra 1. Even more significantly, 8<sup>th</sup> grade students enrolled at Freedom Prep 3 or more years exceeded the State of Tennessee average in math.

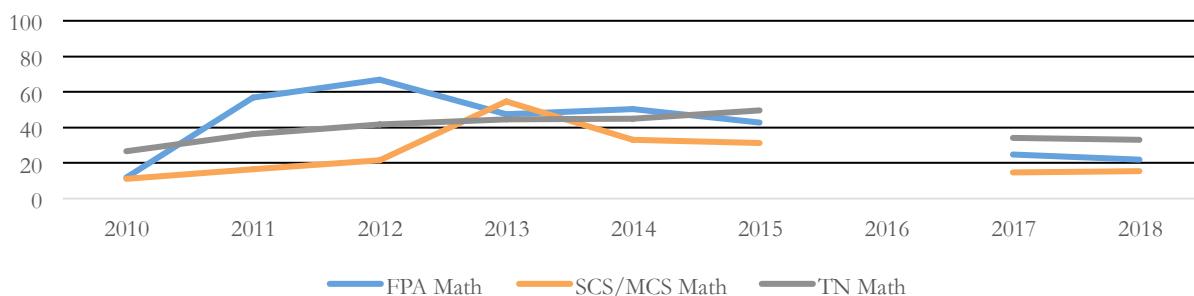


- Freedom Prep students ranked above the 50<sup>th</sup> percentile in Shelby County Schools on all TN Ready Math & ELA assessments in 2017-18

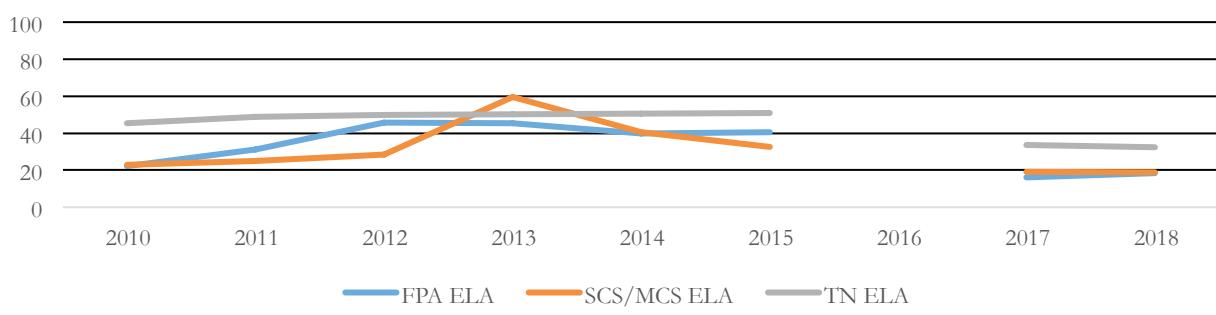
	Math	ELA
6 <sup>th</sup> Grade	60 <sup>th</sup> Percentile	66 <sup>th</sup> Percentile
7 <sup>th</sup> Grade	62 <sup>nd</sup> Percentile	64 <sup>th</sup> Percentile
8 <sup>th</sup> Grade	93 <sup>rd</sup> Percentile	76 <sup>th</sup> Percentile
Algebra 1	96 <sup>th</sup> Percentile	

While these data points speak to the strength of our middle school academic program, and while there are areas where Freedom Prep's middle school academic results are exceptional, we remain dissatisfied with our overall results. In terms of overall proficiency, Freedom Prep has historically hovered between the district and state average, at times dipping slightly below the district average. It is our urgent focus through the academic program improvements discussed in section 2.11 to move beyond exceptional growth and achieve the exceptional proficiency rates we know our students can achieve.

### 2010-2018 Math TNReady Performance



### 2010-2018 ELA TNReady Performance



While our middle school proficiency leaves us internally at Freedom Prep dissatisfied and urgently working for stronger results, our exit grade proficiency relative to the local charter market, including Binghampton, proves that Freedom Prep is an important school choice to be made available to families in Binghampton. The scatterplots below show Freedom Prep's achievement and growth relative to all local charters in both the Achievement School District and Shelby County Schools. The blue star represents freedom Prep. The red icon represents the only charter operator in Binghampton.

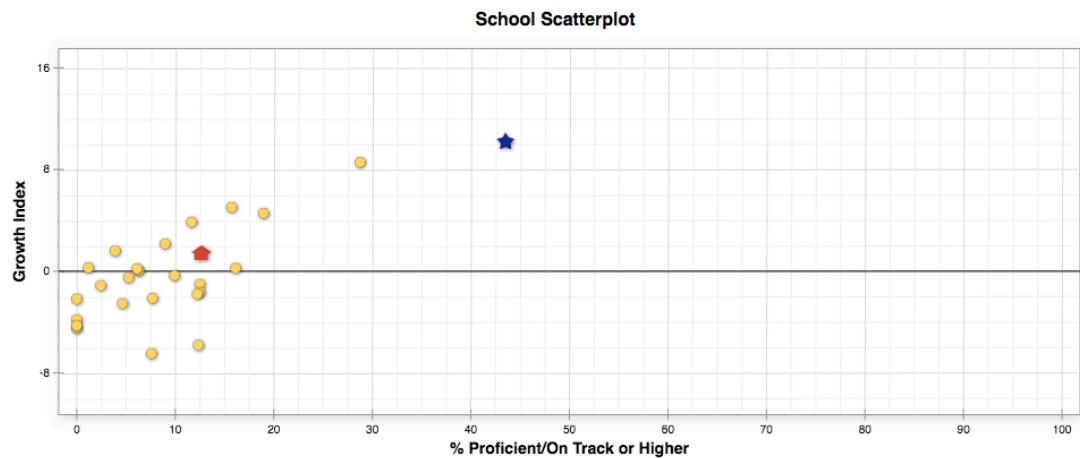


Figure 38. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Math TN Ready Assessment (2018)

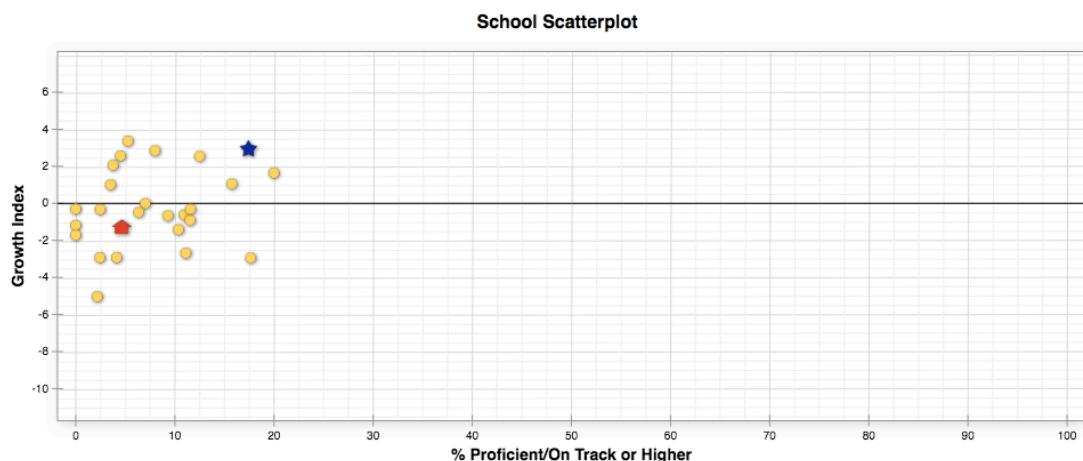


Figure 39. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade ELA TN Ready Assessment (2018)

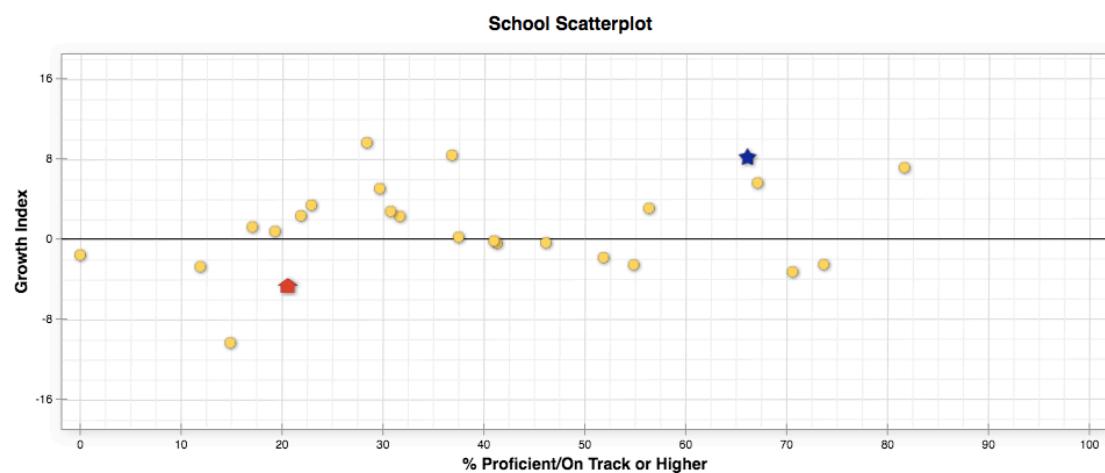
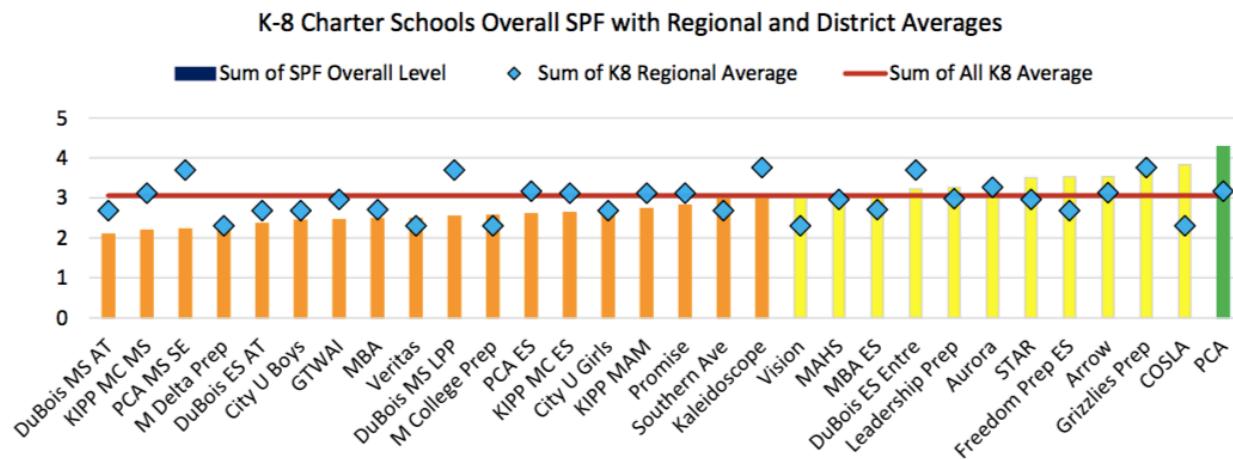


Figure 40. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Science TN Ready Assessment (2018)

## Successful Program as Evidenced by Elementary School Results

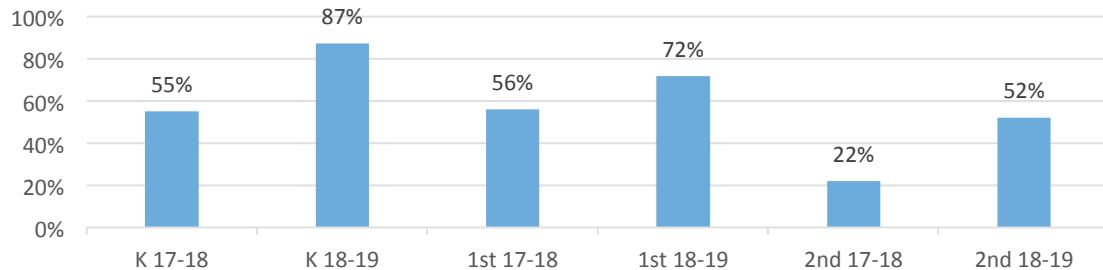
Freedom Prep opened the doors to its first elementary school in the Fall of 2014 through the Achievement School District. Historically having operated only middle and high schools, Freedom Prep had a steep learning curve to climb to ensure Freedom Prep elementary schools truly set the academic foundation for students to excel in college and in life. While this was made even more difficult by having to establish our elementary school model within the complexity of a turnaround context, we are proud to currently operate two elementary schools (one in the Achievement School District, one in Shelby County Schools), both of which are on an extremely positive academic trajectory. The data points below highlight the performance of Freedom Prep elementary school students:

- ⌚ Freedom Preparatory Academy Elementary School (SCS) earned a TVAAS Level 5 in its first year of state-testing in 2017-18.
- ⌚ Freedom Preparatory Academy Elementary School (SCS) ranked 5<sup>th</sup> out of 30 charter schools on the 2017-18 K-8 School Performance Framework



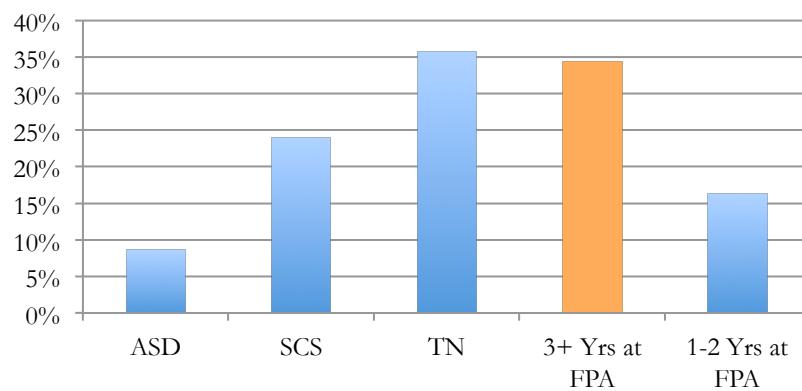
- ⌚ Freedom Preparatory Academy Elementary School (ASD) earned a TVAAS Level 3 in 2017-18, up from a TVAAS Level 1 in 2016-17. Projections from year-over-year internal assessment data strongly suggest this school will earn a TVAAS Level 5 in 2018-19.
- ⌚ Grades K-2 Reading data as measured by the STEP assessment has increased significantly across the Freedom Prep network in 2018-19, a change accomplished through a curriculum change, daily schedule change, improved teacher development and improved leader development

## 2017-18 Final STEP Data vs. 2018-19 Final STEP Projections (% On Grade-Level)



- ➊ In 2017-18, Freedom Preparatory Academy Elementary School (ASD) achieved the highest 3<sup>rd</sup> Grade ELA Proficiency in the Achievement School District. This is significant because that group of students were our founding Kindergarteners at the school in 2014-15. This indicates we will see our proficiency increase dramatically as students who started Freedom Prep in Kindergarten matriculate all the way through upper elementary.
- ➋ In 2017-18, Freedom Preparatory Academy Elementary School (ASD) 3<sup>rd</sup> graders who have attended Freedom Prep since Kindergarten nearly performed at the State of Tennessee average for proficiency.

### 3<sup>rd</sup> Grade Reading Proficiency



While the above data points speak to the strengths of Freedom Prep's elementary academic model, many of the readily available public data points for TN Ready in Grades 3-5 do not showcase the strength of Freedom Prep's academic model. This is because aside from the 2017-18 3<sup>rd</sup> graders at Freedom Prep's ASD elementary school there have been no cohorts of students in Grades 3-5 to date at a Freedom Prep school to have matriculated all the way through Grades K-2 prior to entering Grades 3-5. This year both the 3<sup>rd</sup> and 4<sup>th</sup> graders at our ASD elementary school include students who entered Freedom Prep in Kindergarten. Given our SCS elementary school opened in 2016, that school's founding Kindergarteners are now 2<sup>nd</sup> graders, meaning it will not be until next

school year (2019-20) that any students in upper elementary at our SCS school began Freedom Prep in Kindergarten. Our 2017-18 3<sup>rd</sup> grade reading proficiency being the highest in the ASD proves that as Freedom Prep students who began in Kindergarten matriculate all the way through Grades K-5, Freedom Prep will see a dramatic increase in Grades 3-5 proficiency. Given almost all available ASD & SCS comparative data points will come from elementary schools that started prior to our elementary schools and therefore have students in all grades 3-5 who started at that school in Kindergarten, publicly available data points for proficiency may not truly reflect the significant academic impact of Freedom Prep's elementary model for several years. This trend is most evident in the table below showing Freedom Prep's 2017-18 ELA elementary proficiency ranking in the ASD context.

	ELA
3 <sup>rd</sup> Grade	99 <sup>th</sup> Percentile
4 <sup>th</sup> Grade	23 <sup>rd</sup> Percentile
5 <sup>th</sup> Grade	50 <sup>th</sup> Percentile

Internal data gathered throughout the 2018 - 2019 school year on Interim Assessments suggest Freedom Prep Elementary Schools will see significant improvement in TN Ready proficiency on TN Ready 2019, particularly in ELA. The table below shows year-over-year improvement on the same assessments from 2017-18 to 2018-19. Any areas where year-over-year progress is marginal are currently executing an academically aggressive strategy to make additional progress in the few weeks remaining prior to TN Ready.

	SCS Campus	ASD Campus
3 <sup>rd</sup> Grade ELA	+ 33%	+ 2%
4 <sup>th</sup> Grade ELA	N/A	+ 32%
5 <sup>th</sup> Grade ELA	N/A	+ 25%
3 <sup>rd</sup> Grade Math	+ 3%	+ 2%
4 <sup>th</sup> Grade Math	N/A	+ 5%
5 <sup>th</sup> Grade Math	+ 2%	+ 2%

Most significant is the improvement Freedom Prep has made in the K-2 academic program in the 2018-19 school year. In 2018-19, Freedom Prep Charter Schools named K-2 Literacy Achievement as 1 of our 3 organizational priorities, as measured by significantly increasing students' reading levels on the STEP assessment. The STEP assessment is a rigorous assessment of grades K-3 reading skills produced by the University of Chicago and utilized by high-performing schools across the country, including Uncommon Schools. In support of this priority, we changed all elements of our K-2 academic program, including curriculum and daily schedule, as well as hiring a K-5 ELA Specialist to serve on our network team supporting heavily in grades K-2 literacy at both campuses. On top of professional development, this support includes weekly grade-level team meetings, weekly data meetings and weekly leader development for school-based instructional leaders, all aligned to best practices that will yield achievement on STEP. The results of this priority are showcased above and prove that Freedom Prep's elementary academic model is improving significantly. Given last year's 3<sup>rd</sup> grade students who came through our previous, weaker K-2 academic program were the highest achieving in the ASD last year, Freedom Prep is confident and cannot wait to see what 2018-19's Kindergarteners are able to achieve in 3<sup>rd</sup> grade and beyond. Even more relevant to this charter

application, our third elementary campus will be able to start with this high-quality academic program from day 1. If in the Spring of 2019 87% of Freedom Prep kindergarteners are on or above grade level in reading, then in the Spring of 2021, with two more years of institutional knowledge under our belt, our goal will certainly be 100% of kindergarteners on or above grade level at the end of founding year at Freedom Preparatory Academy – Binghampton Campus.

*Attachment S*

School Name	Year Opened	City	State	Grades Served	Total Enrollment	Demographic		
						% African American	% Hispanic	% White
FPA Elementary Westwood	2014	Memphis	TN	PK-5	587	93%	5%	2%
FPA Elementary Millbranch	2016	Memphis	TN	K-5	371	80%	19%	0%
FPA Flagship 6-12	2009	Memphis	TN	6,-12	660	82%	10%	0%
FPA Millbranch Middle School	2017	Memphis	TN	6,-8	178	75%	17%	0%
<b>FPA Network</b>		2009 Memphis	TN	PK-12	1796	88%	10%	2%

Demographics and Socioeconomics				School Contact Information	
% Other Race/ Ethnicity	% FRPL	% SPED	% ELL	Contact Name	Contact Title
0%		3%	3%	Arthurine Barned	Head of School
1%		5%	11%	Shadell Purefoy Kristle Hodges-Johnson/ Kyle	Head of School
9%		10%	3%	Kucharski	Heads of School
8%		7%	16%	Brittany Martin-Dunbar	Head of School
1%	89%	7%	6%	Lars Nelson	Executive Director

Contact Info		
Contact Email	Contact Phone	Authorizing Organization
abarned@freedomprep.org	901-618-8206	ASD
spurefoy@freedomprep.org	901-265-1536	SCS
khodges@freedomprep.org/	901-493-5552/ 901-493	
kkucharski@freedomprep.org	2533	SCS
bmartin@freedomprep.org	901-347-9926	SCS
Inelson@freedomprep.org	901-846-6286	

Authorizer Contact Information			
Contact Name	Contact Title	Contact Email	Contact Phone
Lisa Settle	Chief Performance Officer	<a href="mailto:lisa.settle@tn-asd.org">lisa.settle@tn-asd.org</a>	901.440.9136
Alexander Roberson	Advisor School Governance & Compliance	<a href="mailto:robersonab@scsk12.org">robersonab@scsk12.org</a>	901-416-4667
Alexander Roberson	Advisor School Governance & Compliance	<a href="mailto:robersonab@scsk12.org">robersonab@scsk12.org</a>	901-416-4667
Alexander Roberson	Advisor School Governance & Compliance	<a href="mailto:robersonab@scsk12.org">robersonab@scsk12.org</a>	901-416-4667



### *Attachment T*

While Freedom Prep does operate one school within the Achievement School District, Attachment T is not applicable to Freedom Prep at this time, as Freedom Prep has no knowledge of a recent annual performance evaluation provided by the Achievement School District.



*Attachment U*

**ANNUAL AUDIT REPORT  
FREEDOM PREPARATORY ACADEMY**

\*\*\*\*\*

**JUNE 30, 2017**

**JONES  
TUGGLE**

**Jones and Tuggle, PLLC  
Certified Public Accountants**

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Board of Directors  
Freedom Preparatory Academy, Inc.  
Memphis, Tennessee

We have audited the accompanying financial statements of the governmental activities, of Freedom Preparatory Academy, Inc. (a non-profit organization) as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities



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of Freedom Preparatory Academy, Inc., as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Matters**

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4–9 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Other Supplementary Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Freedom Preparatory Academy, Inc.'s basic financial statements. The schedule of expenditures of federal awards on page 44 is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

#### *Other Information*

The fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the fund financial statements are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*Other Reporting Required by Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 26, 2017, on our consideration of Freedom Preparatory Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Freedom Preparatory Academy, Inc.'s internal control over financial reporting and compliance.

Firm's signature



Jones and Tuggle, PLLC

Memphis, TN

December 26, 2017

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

*June 30, 2017*

As management of the Freedom Preparatory Academy, Inc. (Organization), we offer readers of the Organization's financial statements this narrative overview and analysis of the financial activities of the Organization for the fiscal year ended June 30, 2017. We encourage readers to consider the information presented here in conjunction with the Organization's basic financial statements, which begin immediately following this analysis. This annual financial report consists of three main parts (1) Management's Discussion and Analysis, (2) Basic Financial Statements, and (3) Required Supplementary Information.

These financial statements consist of a series of financial statements prepared in accordance with the Governmental Accounting Standards Board Statement 34, *Basic Financial Statements-Management Discussion and Analysis for State and Local Governments*.

### ***FINANCIAL HIGHLIGHTS***

- The Organization's ending total net position balance was \$2,075,509.
- The change in net position for the year was an increase of \$791,051.
- The Organization had \$1,510,957 in additions to capital assets.
- For the fiscal year ended June 30, 2017, total revenues of \$16,346,886 were comprised of District funding – 73%, federal pass-through funds – 5%, and other contributions and local funds – 22%.

### ***OVERVIEW OF FINANCIAL STATEMENTS***

This discussion and analysis is intended to serve as an introduction to the Organization's basic financial statements.

#### *Basic financial statements.*

The basic financial statements include government-wide financial statements and fund statements. The two sets of statements are tied together by reconciliations showing why they differ.

The Organization as a whole is reported in the government-wide statements and uses accounting methods similar to those used by companies in the private sector.

More detailed information about the Organization's most significant funds – not the Organization as a whole is provided in the fund financial statements. Funds are used by the Organization to keep track of specific sources of funding and spending on particular programs.

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

**June 30, 2017**

### **OVERVIEW OF FINANCIAL STATEMENTS (continued)**

The *Statement of Net Position*, a government-wide statement, presents information on all of the Organization's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Organization is improving or deteriorating.

The *Statement of Activities*, a government-wide statement, presents information showing how the Organization's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The *Balance Sheet* for governmental funds presents financial information by fund types showing money left at year-end available for spending.

The *Statement of Revenues, Expenditures and Changes in Fund Balances* for all governmental fund types focuses on how money flows into and out of the various funds.

The *Notes to the Basic Financial Statements* are included to provide more detailed data and explain some of the information in the statements.

In addition to the Basic Financial Statements and notes, this report also presents Required Supplementary Information and Other Supplementary Information

#### ***Statement of Net Position***

To begin our analysis, a summary of the Organization's Statement of Net Position is presented in Table 1 below for the current year and the prior year.

Net position may serve over time, as a useful indicator of the school's financial position. In the case of the Organization, assets exceeded liabilities by \$2,075,509 as of June 30, 2017.

The Organization's financial position is the product of several financial transactions including the net results of activities, the acquisition and disposal of capital assets, and the depreciation of capital assets.

**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
**June 30, 2017**

**OVERVIEW OF FINANCIAL STATEMENTS (continued)**

**TABLE 1**  
*Condensed Statement of Net Position*

Assets	2017	2016	\$ Change	% Change
Current assets	\$ 2,161,473	\$ 2,604,466	\$ (442,993)	-17%
Capital assets, net of depreciation	3,846,669	339,878	3,506,791	1032%
Total assets	6,008,142	2,944,344	3,063,798	104%
Deferred Outflow of Resources				
Pension related costs	860,944	1,025,753	(164,809)	-16%
Liabilities and Net Position				
Current liabilities	1,038,718	274,424	764,294	279%
Long-term debts	2,746,149	6,049	2,740,100	45298%
Total liabilities	3,784,867	280,473	3,504,394	1249%
Deferred Inflow of Resources				
Pension related costs	544,110	1,130,687	(586,577)	-52%
Unavailable revenue	582,470	1,249,716	(667,246)	-53%
	1,126,580	2,380,403	(1,253,823)	-53%
Net Position				
Nonspendable	81,469	60,094	21,375	36%
Net investment in fixed assets	924,998	315,354	609,644	193%
Unrestricted	951,172	933,773	17,399	2%
Total Net Position	1,957,639	1,309,221	648,418	50%
Total Liability and net position	<u>\$ 6,869,086</u>	<u>\$ 3,970,097</u>	<u>\$ 2,898,989</u>	

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**June 30, 2017**

**OVERVIEW OF FINANCIAL STATEMENTS (continued)**

***Statement of Activities***

The organization's total revenues for the fiscal year ended June 30, 2017 increased by \$3,422,166.

The organization's total expenses for the fiscal year ended June 30, 2017 increased by \$3,140,596.

The change in net position was an increase of \$623,650.

The following table presents a summary of the Statement of Activities for the fiscal year ended June 30, 2017:

**TABLE 2**  
***Condensed Statement of Activities***

REVENUE	2017	2016	\$ Change	% Change
District Funding	\$ 11,955,158	9,732,250	2,222,908	23%
Federal revenue	785,966	659,460	126,506	19%
Contributions	3,215,207	1,482,807	1,732,400	117%
Other local revenue	390,555	1,050,203	(659,648)	-63%
Total Revenue	16,346,886	12,924,720	3,422,166	
 EXPENDITURES				
Salaries, wages and benefits	10,185,929	7,896,762	2,289,167	29%
Students instruction and services	691,441	-	691,441	100%
Occupancy cost	241,234	260,659	(19,425)	-7%
Professional/consulting services	1,137,055	-	1,137,055	100%
Operating expenditures	3,203,314	4,204,635	(1,001,321)	-24%
Depreciation	189,361	145,682	43,679	30%
Total expenditures	15,648,334	12,507,738	3,140,596	25%
Excess revenue over/(under) expenditures	698,552	416,982	281,570	68%
Fund Balance-July 1	1,309,221	957,144	352,077	37%
Prior Period Adjustment	(74,902)	(64,905)	(9,997)	15%
Fund Balance - June 30	<u>\$ 1,932,871</u>	<u>\$ 1,309,221</u>	<u>\$ 623,650</u>	

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

**June 30, 2017**

**OVERVIEW OF FINANCIAL STATEMENTS (continued)**

***General Fund Budgetary Highlights***

Overall, the Organization ended the fiscal year in a stable position.

***Capital Assets***

During the 2016-2017 school year the Organization acquired \$1,510,957 in additions to capital assets.

**TABLE 3**  
*Changes in Capital Assets*

	<u>Beginning of Period</u>	<u>Additions</u>	<u>Deletions</u>	<u>End of Period</u>
<b>Capital assets, being depreciated:</b>				
Building and Improvements	\$ -	\$ 1,234,225	\$ -	\$ 1,234,225
Plant operating equipment	-	97,000	-	97,000
Computer equipment	506,157	120,716	-	626,873
Furniture and Fixtures	224,910	59,016	-	283,926
Leasehold Improvements	<u>133,612</u>	<u>-</u>	<u>-</u>	<u>133,612</u>
Total capital assets, being depreciated	864,679	1,510,957	-	2,375,636
 <b>Less accumulated depreciated for:</b>				
Building and Improvements	-	23,484	-	23,484
Plant operating equipment	-	-	-	-
Computer equipment	326,333	121,043	-	447,376
Furniture and Fixtures	77,936	44,834	-	122,770
Leasehold Improvements	<u>120,532</u>	<u>-</u>	<u>-</u>	<u>120,532</u>
Total accumulated depreciation	<u>524,801</u>	<u>189,361</u>	<u>-</u>	<u>714,162</u>
 Capital assets, net of depreciation	<u><u>\$ 339,878</u></u>			<u><u>\$ 1,661,474</u></u>
 Construction in progress	<u><u>\$ -</u></u>	<u><u>\$ 2,185,195</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 2,185,195</u></u>

*MANAGEMENT'S DISCUSSION AND ANALYSIS*

*June 30, 2017*

*FACTORS BEARING ON THE ORGANIZATION'S FUTURE*

The Organization's outlook for future years is tied to growth. Enrollment has steadily increased since the school's inception, due to both increased popularity and class size. Per pupil funding, which makes up a majority of available funds, has steadily increased as well. The future of the organization looks bright, and cost/expenditures continue to scale appropriately.

*CONTACTING THE ORGANIZATION*

This financial report is designed to provide our students' parents, Shelby County taxpayers, donors, creditors, authorities over grant funding and agencies tasked with oversight of Shelby County public schools with a general overview of the schools' finances and to demonstrate accountability for the money it receives. If you have questions about this report or need additional financial information, contact the school's Chief Executive Officer, Roblin Webb by mail at 5132 Jonetta St., Memphis, Tennessee, 38109, by email: [rwebb@freedomprep.org](mailto:rwebb@freedomprep.org), or by telephone at (901) 259-5959.

**STATEMENT OF NET POSITION**

*June 30, 2017*

ASSETS	Freedom				
	Central Office	Prep	Freedom	Prep	Freedom
		Westwood Elementary 1	Prep FlagShip	Millbranch Elementary 2	Total
<b>Current Assets</b>					
Cash	\$ 74,983	\$ 856,621	\$ 647,532	\$ -	\$ 1,579,136
Receivables (net of allowance)	4,020	14,453	-	-	18,473
Grant receivable	14,118	174,148	233,228	1,660	423,154
Prepaid expenses	21,567	6,380	13,004	40,518	81,469
Other current assets	26,000	27,491	5,750	-	59,241
<b>Total Current Assets</b>	<b>140,688</b>	<b>1,079,093</b>	<b>899,514</b>	<b>42,178</b>	<b>2,161,473</b>
Net Capital Assets	48,989	164,287	1,382,382	2,251,011	3,846,669
<b>TOTAL ASSETS</b>	<b>189,677</b>	<b>1,243,380</b>	<b>2,281,896</b>	<b>2,293,189</b>	<b>6,008,142</b>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>					
Pension Related Costs	176,876	252,627	381,690	49,751	860,944
<b>LIABILITIES AND NET POSITION</b>					
Liabilities					
<b>Current Liabilities</b>					
Accounts Payable	53,233	161,819	102,067	36,147	353,266
Other current liabilities	2,555	4,202	9,575	15,125	31,457
Current Portion of Long-Term Debt (Note 4)	-	-	58,258	117,264	175,522
Compensated absences	36,933	4,002	15,791	1,895	58,621
Payroll liabilities	13,492	2,018	768	203	16,481
Retirement contribution payable	4,680	22,109	39,878	4,998	71,665
Net pension liability	68,609	97,993	145,806	19,298	331,706
<b>Total Current Liabilities</b>	<b>179,502</b>	<b>292,143</b>	<b>372,143</b>	<b>194,930</b>	<b>1,038,718</b>
Long-term Note Payable	-	-	806,334	1,939,815	2,746,149
<b>Total Non-Current Liabilities</b>	<b>-</b>	<b>-</b>	<b>806,334</b>	<b>1,939,815</b>	<b>2,746,149</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 179,502</b>	<b>\$ 292,143</b>	<b>\$ 1,178,477</b>	<b>\$ 2,134,745</b>	<b>\$ 3,784,867</b>

*STATEMENT OF NET POSITION (continued)*  
June 30, 2017

	Central Office	Freedom		Freedom		Total
		Prep	Westwood	Prep	Millbranch	
		Elementary	FlagShip	Elementary		
<b>DEFERRED INFLOWS OF RESOURCES</b>						
Pension Deferred Inflows of Resources	\$ 112,542	\$ 160,741	\$ 239,171	\$ 31,656	\$ 544,110	
Unavailable revenue	199,887	-	293,726	88,857	582,470	
<b>NET POSITION</b>						
Investment In Capital Assets	48,989	164,287	517,790	193,932	924,998	
Nonspendable	21,567	6,380	13,004	40,518	81,469	
Unrestricted	(195,934)	872,456	421,418	(146,768)	951,172	
Total Net Position	(125,378)	1,043,123	952,212	87,682	1,957,639	
<b>TOTAL LIABILITIES AND NET POSITION</b>	<b>\$ 366,553</b>	<b>\$ 1,496,007</b>	<b>\$ 2,663,586</b>	<b>\$ 2,342,940</b>	<b>\$ 6,869,086</b>	

**STATEMENT OF ACTIVITIES**  
*For the Year Ended June 30, 2017*

<u>Functions/Programs</u>	<u>Student Instruction and Services</u>	<u>General and Administration</u>	<u>Operating Grants and Contributions</u>	<u>Total Governmental Activities</u>
Primary Government				
Governmental Activities				
Salaries, wages and benefits	\$ 8,132,780	\$ 2,053,149	\$ 13,078,159	\$ (2,892,230)
Occupancy cost	200,734	40,500	-	241,234
Professional/consulting services	951,020	307,881	-	1,258,901
Operating expenditures	3,210,922	537,219	-	3,748,141
Depreciation	-	189,361	-	189,361
Total Governmental activities	\$ 12,495,456	\$ 3,128,110	\$ 13,078,159	\$ 2,545,407
General revenue				
Local revenue				<u>3,268,727</u>
Total General Revenues				<u>3,268,727</u>
Change in Net Position				723,320
Net Position at Beginning of year				1,309,221
Prior Period Adjustment (Note 8)				(74,902)
Net Position at End of Year				<u>\$ 1,957,639</u>

BALANCE SHEET – GOVERNMENTAL FUND

June 30, 2017

	Central Office	Freedom Prep Westwood Elementary 1	Freedom Prep Flagship	Freedom Prep Millbranch Elementary 2	Total
<b>ASSETS</b>					
Current Assets					
Cash	\$ 74,983	\$ 856,621	\$ 647,532	\$ -	\$ 1,579,136
Receivables (net of allowance)	4,020	14,453	-	-	18,473
Grant receivable	14,118	174,148	233,228	1,660	423,154
Prepaid expenses	21,567	6,380	13,004	40,518	81,469
Other current assets	26,000	27,491	5,750	-	59,241
<b>TOTAL ASSETS</b>	<b>\$140,688</b>	<b>\$ 1,079,093</b>	<b>\$ 899,514</b>	<b>\$ 42,178</b>	<b>\$ 2,161,473</b>
<b>LIABILITIES AND FUND BALANCE</b>					
Liabilities					
Current Liabilities					
Accounts Payable	\$ 53,233	\$ 161,819	\$ 102,067	\$ 36,147	\$ 353,266
Other current liabilities	2,555	4,202	9,575	15,125	31,457
Compensated absences	36,933	4,002	15,791	1,895	58,621
Payroll liabilities	13,492	2,018	768	203	16,481
Retirement contribution payable	4,680	22,109	39,878	4,998	71,665
Unavailable revenue	199,887	-	293,726	88,857	582,470
<b>TOTAL LIABILITIES</b>	<b>310,780</b>	<b>194,150</b>	<b>461,805</b>	<b>147,225</b>	<b>1,113,960</b>
FUND BALANCE					
Unassigned	(170,092)	884,943	437,709	(105,047)	1,047,513
Total Fund Balance	(170,092)	884,943	437,709	(105,047)	1,047,513
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$140,688</b>	<b>\$ 1,079,093</b>	<b>\$ 899,514</b>	<b>\$ 42,178</b>	<b>\$ 2,161,473</b>

*RECONCILIATION OF THE GOVERNMENTAL FUNDS –  
BALANCE SHEET TO THE STATEMENT OF NET POSITION  
June 30, 2017*

Total Fund Balance - Governmental Funds \$ 1,047,513

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Net fixed assets	3,846,669
Deferred outflows of resources - deferred outflows - pension	860,944
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds:	
Net pension liability	(331,706)
Long-term note payable	(2,921,671)
Deferred inflow of resources - deferred inflows - pension	<u>(544,110)</u>
Net Position of Governmental Activities	<u>\$ 1,957,639</u>

**STATEMENT OF REVENUE, EXPENDITURES AND  
CHANGES IN FUND BALANCE-GOVERNMENTAL FUND**  
*For the Year Ended June 30, 2017*

	Central Office	Freedom Prep Westwood Elementary	Freedom Prep Flagship	Freedom Prep Millbranch Elementary	Total
<b>REVENUE</b>					
District Funding	\$ 1,177,060	\$ 4,618,659	\$ 5,632,220	\$ 527,219	\$ 11,955,158
Federal revenue	-	525,570	238,736	21,660	785,966
Contributions	2,046,787	171,250	690,877	306,293	3,215,207
Other local revenue	44,880	21,328	190,251	134,096	390,555
<b>Total Revenue</b>	<b>3,268,727</b>	<b>5,336,807</b>	<b>6,752,084</b>	<b>989,268</b>	<b>16,346,886</b>
<b>EXPENDITURES</b>					
Salaries, wages and benefits	2,053,149	3,275,547	4,247,016	610,217	10,185,929
Students instruction and services	-	268,743	362,269	60,429	691,441
Occupancy cost	40,500	44,505	115,729	40,500	241,234
Professional/consulting services	307,881	586,519	213,315	29,340	1,137,055
Operating expenditures	537,219	1,081,977	1,428,207	155,910	3,203,313
<b>Total expenditures</b>	<b>2,938,749</b>	<b>5,257,291</b>	<b>6,366,536</b>	<b>896,396</b>	<b>15,458,972</b>
Excess revenue over/(under) expenditures	329,978	79,516	385,548	92,872	887,914
Fund Balance-July 1	(511,166)	682,993	922,764	4,210	1,098,801
Prior period adjustment (Note 8)	11,096	122,434	(870,603)	(202,129)	(939,202)
<b>Fund Balance - June 30</b>	<b>\$ (170,092)</b>	<b>\$ 884,943</b>	<b>\$ 437,709</b>	<b>\$ (105,047)</b>	<b>\$ 1,047,513</b>

*RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO  
THE STATEMENT OF ACTIVITIES*

*For the Fiscal Year Ended June 30, 2017*

Net Change in Fund Balance - Total Governmental Funds \$ 887,914

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report outlays for capital assets as expenditures because such outlays use current financial resources. In contrast, the Statement of Activities reports only a portion of the outlays as expenses. The outlay is allocated over the assets' estimated useful lives as depreciation expense for the period.

Interest on long-term debt 24,767

Depreciation (189,361)

Change in Net Position of Governmental Activities \$ 723,320

## **Note 1 - SIGNIFICANT ACCOUNTING POLICIES**

### *Organization*

Freedom Preparatory Academy, Inc. (Organization) was incorporated in 2008, as a Tennessee nonprofit corporation. Pursuant to the Tennessee Public Charter School Act of 2002 (the “Act”), the Organization has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state’s public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education.

### *Accounting Policies*

The accounting policies of the Organization conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

### *Reporting Entity*

The Organization’s combined financial statements include the accounts of all its operations. The Organization evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the Organization’s reporting entity, as set forth in GASB Statement No. 14, The Financial Reporting Entity, and subsequently amended by GASB Statement No. 39, Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14, and GASB No. 61, The Financial Reporting Entity: Omnibus – an amendment of GASB Statements No. 14 and No. 34, include whether:

- the Organization is legally separate (can sue and be sued in its name)
- the Organization holds the corporate powers of the organization
- the Organization appoints a voting majority of the organization’s board
- the Organization is able to impose its will on the organization
- the Organization has the potential to impose a financial benefit/burden on the Organization
- there is fiscal dependency by the organization on the Organization
- it would be misleading or cause the financial statements to be incomplete to exclude another organization

Based on these criteria, the Organization has no component units. Additionally, the Organization is not a component unit of any other reporting entity as defined by the GASB statement.

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

*Basis of Presentation, Basis of Accounting*

Government-Wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities.

Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the Organization. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-Type activities are financed in whole or in part by fees charged to external parties. The Organization has no business-type activities.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the Organization's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The Organization does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Financial Statements: The Fund Financial Statements provide information about the Organization's fund, with separate statements presented for each fund category. The emphasis of fund financial statements is on major government funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Organization reports the following major governmental fund:

General Fund. This is the Organization's primary operating fund. It accounts for all financial resources of the Organization not accounted for and reported in another fund.

Non-Major Governmental Funds:

The Organization does not have any non-major governmental funds.

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

**Measurement Focus, Basis of Accounting (continued)**

**Government-Wide Financial Statements:** These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the Organization gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied.

Revenue from grants, entitlements, and donations is recognized in the fiscal year in which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

**Government Fund Financial Statements:** Governmental Funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The Organization does not consider revenues collected 60 days after its fiscal year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

*Implementation of GASB Pronouncements*

In February 2015, GASB issued Statement No. 72, Fair Value Measurement and Application. This statement addresses accounting and financial reporting issues related to fair value measurements. The definition of fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This statement provides guidance for determining a fair value

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

*Measurement Focus, Basis of Accounting (continued)*

measurement for financial reporting purposes. This statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements. This statement was effective for the current fiscal year. Implementation of this GASB had no significant effect on the Organization's financial statements.

In June 2015, GASB issued Statement No. 76, The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments. This statement establishes the hierarchy of GAAP for all state and local governments. The GAAP hierarchy sets forth what constitutes GAAP for all state and local governmental entities. It establishes the order of priority of pronouncements and other sources of accounting and financial reporting guidance that a governmental entity should apply. This statement became effective in fiscal year 2016. Implementation of this GASB had no significant effect on the Organization's financial statements.

*Assets, Liabilities, and Equity*

*Cash*

Cash consists of cash on hand and cash in banks. As of June 30, 2017, the Organization's cash was deposited in two financial institutions.

*Accounts Receivable*

Receivables represent amounts due from grants or funding which have been approved but not received. All receivables are reported at estimated collectible amounts.

*Use of Estimates*

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

*Prepaid Expenditures*

The Organization has the option of reporting expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The Organization has chosen to report the expenditure during the benefitting period.

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

*Assets, Liabilities, and Equity (continued)*

*Capital Assets*

Property and equipment are recorded at acquisition cost less accumulated depreciation, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to ten years, or over the term of the lease for leasehold improvements, if less. The Organization follows the practice of capitalizing all expenditures for property and equipment items over \$5,000.

*Compensated Absences*

Accumulated unpaid employee vacation benefits are recognized as liabilities of the Organization. The current portion of the liabilities is recognized in the General Fund at year end. The Organization's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

*Debt*

In the government-wide financial statements, debt and other obligations are reported as liabilities in the applicable governmental activities and the statement of net position. In the fund financial statements, any obligations secured by capital assets would not be reflected.

*Grant Revenue*

The Organization received Federal financial assistance through state agencies. The expenditure of funds received under these programs generally required compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the Organization as of June 30, 2017.

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

*Net Position and Fund Balance Reserves and Designations*

The government-wide financial statements utilize a net position presentation. Net position is categorized as net investment in capital assets, restricted and unrestricted.

*Net Position and Fund Balance Reserves and Designations (continued)*

- Net investment in capital assets. This category groups all capital assets into one component of net position. Accumulated depreciation on these assets and the outstanding principal of any unrelated debt reduce this category.
- Restricted Net Positions. This category represents external restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments and restrictions imposed by the law through constitutional provisions or enabling legislation.
- Unrestricted Net Position. This category represents the remaining net position of the Organization that does not meet the definition of the above two categories.

The Organization has adopted GASB Statement No. 54 (GASB 54), Fund Balance Reporting and Governmental Fund Type Definitions. This Statement defines the different types of fund balances that a governmental entity must use for financial purposes.

GASB 54 requires the fund balance amounts to be properly reported within one of the fund balances categories listed below:

- Nonspendable, such as fund balance associated with revolving funds, inventories, prepaids, long-term loans and notes receivable, and property held for resale.
- Restricted fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
- Committed fund balance classification includes amounts that can be used for the specific purposes determined by a formal action of the Board of Directors.
- Assigned fund balance classification are intended to be used by the entity for specific purposes, but do not meet the criteria to be classified as restricted or committed.
- Unassigned fund balance is the residual classification for the entity's general fund and includes all spendable amounts not contained in the other classification.

When the Organization incurs an expense for which both restricted and unrestricted resources may be used, it is the Organization's policy to use restricted resources first, then unrestricted resources.

*Note 1 - SIGNIFICANT ACCOUNTING POLICIES (continued)*

*Net Position and Fund Balance Reserves and Designations (continued)*

When the Organization incurs an expenditure for which committed, assigned, or unassigned amounts may be used, it is the Organization's policy that committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts.

*Minimum Fund Balance Policy*

The Organization is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures.

*Budgetary Comparison Statement*

The Organization is not required to adopt a legally binding budget; therefore no budgetary comparison statement of the General Fund has been presented.

**2. CASH**

Cash at June 30, 2017, consisted of the following:

	Central Office	Westwood Elementary	FlagShip	Millbranch Elementary	Total
Cash in Bank	\$ 74,982	\$ 856,621	\$ 647,532	\$ -	\$ 1,579,135
Total	<u>\$ 74,982</u>	<u>\$ 856,621</u>	<u>\$ 647,532</u>	<u>\$ -</u>	<u>\$ 1,579,135</u>

Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2017, the Organization had \$1,329,134 in excess of FDIC insured limits.

**3. ACCOUNTS RECEIVABLE**

Accounts Receivable as of June 30, 2017, consisted of the following

	Central Office	Westwood Elementary	FlagShip	Millbranch Elementary	Total
Grant receivables	\$ 14,118	\$ 174,148	\$ 233,228	\$ 1,660	\$ 423,154
Other receivables	<u>4,020</u>	<u>14,453</u>	<u>-</u>	<u>-</u>	<u>18,473</u>
Total	<u>\$ 18,138</u>	<u>\$ 188,601</u>	<u>\$ 233,228</u>	<u>\$ 1,660</u>	<u>\$ 441,627</u>

#### **4. CAPITAL ASSETS**

A schedule of changes in capital assets for the fiscal year ended June 30, 2017, is shown below:

	<u>Beginning of Period</u>	<u>Additions</u>	<u>Deletions</u>	<u>End of Period</u>
<b>Capital assets, being depreciated:</b>				
Building and Improvements	\$ -	\$ 1,234,225	\$ -	\$ 1,234,225
Pland operating equipment	-	97,000	-	97,000
Computer equipment	506,157	120,716	-	626,873
Furniture and Fixtures	224,910	59,016	-	283,926
Leasehold Improvements	<u>133,612</u>	<u>-</u>	<u>-</u>	<u>133,612</u>
Total capital assets, being depreciated	864,679	1,510,957	-	2,375,636
<b>Less accumulated depreciated for:</b>				
Building and Improvements	-	23,484	-	23,484
Pland operating equipment	-	-	-	-
Computer equipment	326,333	121,043	-	447,376
Furniture and Fixtures	77,936	44,834	-	122,770
Leasehold Improvements	<u>120,532</u>	<u>-</u>	<u>-</u>	<u>120,532</u>
Total accumulated depreciation	<u>524,801</u>	<u>189,361</u>	<u>-</u>	<u>714,162</u>
Capital assets, net of depreciation	<u>\$ 339,878</u>			<u>\$ 1,661,474</u>
Construction in progress	<u>\$ -</u>	<u>\$ 2,185,195</u>	<u>\$ -</u>	<u>\$ 2,185,195</u>

During the fiscal year ended June 30, 2017, \$189,361 was charged to depreciation expense.

#### **5. LONG-TERM OBLIGATIONS**

##### *Long-Term Obligation Activity*

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the fiscal year ended June 30, 2017, are as follows:

*5. LONG-TERM OBLIGATIONS (continued)*

*Note payables*

Freedom Preparatory Academy has an obligation to a bank bearing interest at 4.00%. The loan is payable in monthly installments of \$5,940.38, including interest, and is collateralized by property. Principal and interest payments for the years following June 30, 2017, are as follows:

	Principal	Interest
2018	\$ 40,791	\$ 30,494
2019	42,476	28,808
2020	44,157	27,127
2021	46,056	25,229
2022	<u>596,927</u>	<u>6,061</u>
	<u><u>\$ 770,407</u></u>	<u><u>\$ 117,719</u></u>

Freedom Preparatory Academy has an obligation to a bank bearing interest at 5.50%. The loan is payable in monthly installments of \$1,856.48, including interest, and is unsecured. Principal and interest payments for the years following June 30, 2017, are as follows:

	Principal	Interest
2018	\$ 17,467	\$ 4,811
2019	18,466	3,812
2020	19,515	2,762
2021	20,639	1,639
2022	<u>18,098</u>	<u>467</u>
	<u><u>\$ 94,185</u></u>	<u><u>\$ 13,491</u></u>

On March 31, 2017, the Organization entered into a construction loan for \$1,260,000 with Pinnacle Bank. The loan shall bear interest each day at a fixed rate per annum at 4.25%. The outstanding balance was \$857,079 for the fiscal year ended June 30, 2017. The loan is collateralized by Building. Principal and interest payments for the years following June 30, 2017, are as follows:

	Principal	Interest
2018	\$ 117,264	\$ 34,774
2019	162,270	28,305
2020	169,302	21,273
2021	176,640	13,936
2022	<u>231,603</u>	<u>6,281</u>
	<u><u>\$ 857,079</u></u>	<u><u>\$ 104,569</u></u>

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**NOTES TO THE FINANCIAL STATEMENTS****June 30, 2017****5. LONG-TERM OBLIGATIONS (continued)*****Note payables***

Freedom Prep has an obligation to a community reinvestment fund bearing interest at 6.00%. The loan is payable in monthly installments of \$11,599.68, including interest, and is collateralized by building. The first twenty-four months will be interest only payments. If the Loan is not converted to a term loan on the twenty-fourth (24th) month anniversary the entire outstanding principal balance of the Loan plus all accrued and unpaid interest thereon shall be due in full. Principal and interest payments for the years following June 30, 2017 (if converted to a term loan), are as follows:

	<u>Principal</u>	<u>Interest</u>
2018	\$ -	\$ 36,000
2019	-	36,000
2020	106,082	33,114
2021	112,625	26,571
2022	<u>381,293</u>	<u>15,393</u>
	<u><u>\$ 600,000</u></u>	<u><u>\$ 95,980</u></u>

Freedom Prep has an obligation to Boston Community Capital bearing interest at 4.25%. The loan is payable in monthly installments of \$11,117.73, including interest, and is collateralized by the building. If the Loan is not converted to a term loan on the twenty-fourth (24th) month anniversary the entire outstanding principal balance of the Loan plus all accrued and unpaid interest thereon shall be due in full. The first twenty-four months will be interest only payments. Principle and interest payments for the years following June 30, 2017 (if converted to a term loan), are as follows:

	<u>Principal</u>	<u>Interest</u>
2018	\$ -	\$ 25,500
2019	-	25,500
2020	110,104	23,373
2021	114,809	18,604
2022	<u>375,087</u>	<u>10,700</u>
	<u><u>\$ 600,000</u></u>	<u><u>\$ 75,183</u></u>

***Revolving Line of Credit***

On June 5, 2013, the Organization entered into an unsecured revolving line of credit for \$500,000 with Iberia Bank, at prime rate (4.25% at June 30, 2017) plus two percentage points or 6.25%. The outstanding balance was \$0 for the fiscal year ended June 30, 2017.

## **6. RETIREMENT PLAN**

*Hybrid*

*Pension*

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Teacher Retirement Plan in the Tennessee Consolidated Retirement System (TCRS) and additions to/deductions from the plan's fiduciary net position have been determined on the same basis as they are reported by the TCRS. For this purpose, benefits (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms of the Teacher Retirement Plan. Investments are reported at fair value.

*Plan Description*

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 of Freedom Prep - Shelby Co Teachers are provided with pensions through the Teacher Retirement Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014.

The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at [www.treasury.tn.gov/tcrs](http://www.treasury.tn.gov/tcrs).

*Benefits Provided*

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Retirement Plan are eligible to retire with an unreduced benefit at age 65 with 5 years of service credit or pursuant to the rule of 90 in which the member's age and service credit total 90. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 60 and vested or pursuant to the rule of 80. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of

## *6. RETIREMENT PLAN (continued)*

### *Hybrid (continued)*

service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Retirement Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

### *Contributions*

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly or by automatic cost controls set out in law. Teachers contribute 5 percent of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. Per the statutory provisions governing the TCRS, the employer contribution rate cannot be less than 4 percent, except in years when the maximum funded level, as established by the TCRS Board of Trustees, is reached. By law, employer contributions for the Teacher Retirement Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Freedom Prep - Shelby Co Teachers for the year ended June 30, 2017 to the Teacher Retirement Plan were \$219,905 which is 4.00 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

### *Pension Asset*

At June 30, 2016, Freedom Prep - Shelby Co Teachers reported an asset of \$3,420 for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2016, and the total pension asset used to calculate the net pension asset was determined by an actuarial value as of that date. Freedom Prep - Shelby Co Teachers' proportion of the net pension asset was based on Freedom Prep - Shelby Co Teachers' share of contributions to the

## *6. RETIREMENT PLAN (continued)*

### *Hybrid (continued)*

pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2016 Freedom Prep - Shelby Co Teachers' proportion was 0.026775 percent.

#### *Pension Expense*

For the year ended June 30, 2017, the Organization recognized a pension expense of \$23,251.

#### *Deferred Outflows of Resources and Deferred Inflows of Resources*

For the year ended June 30, 2017, the Organization reported deferred outflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experiences	\$ 2,701	\$ 3,214
Changes in assumptions	-	1,024
Net difference between projected and actual earnings on plan investments	4,564	-
Employer contribution subsequent to the measurement date	-	-
<b>Total</b>	<b>\$ 7,265</b>	<b>\$ 4,238</b>

The Organization's employer contributions of \$84,396 reported as pension related deferred outflows of resources, subsequent to the measurement date, will be recognized as an increase in net pension asset in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	<u>Year Ended June 30,</u>
2018	\$ (64)
2019	(64)
2020	(64)
2021	(252)
Thereafter	(1,766)

## *6. RETIREMENT PLAN (continued)*

### *Hybrid (continued)*

In the table above, positive amounts will increase pension expense, while negative amounts will decrease pension expense.

#### *Actuarial Assumptions*

The total pension liability in the June 30, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 Percent
Salary Increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 Percent
Investment Rate of Return	7.5 percent, net of pension plan investment expenses, including inflation
Cost of Living Adjustment	2.5 percent

Mortality rates are customized based on the June 30, 2012 actuarial experience study and included some adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2014 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience. The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCRS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCRS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

## *6. RETIREMENT PLAN (continued)*

### *Hybrid (continued)*

#### *Actuarial Assumptions (continued)*

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

#### *Discount Rate*

The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

#### *Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate*

The following presents the Organization's proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what the Organization's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	Current		
	1% decrease <u>(6.75%)</u>	Discount Rate <u>(7.75%)</u>	
	1% Increase <u>(8.75%)</u>		
Net pension liability (Asset)	\$ 433	\$ (3,420)	\$ 6,247

#### *Pension Plan Fiduciary Net Position*

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

## *6. RETIREMENT PLAN (continued)*

### *Hybrid (continued)*

#### *Payable to the Pension Plan*

At June 30, 2017, the Organization reported a net pension liability of \$331,706 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

#### *Legacy*

##### *Plan Description*

Teachers with membership in the Tennessee Consolidated Retirement System (TCRS) before July 1, 2014 or Freedom Prep - Shelby Co Teachers are provided with pensions through the Teacher Legacy Pension Plan, a cost sharing multiple-employer pension plan administered by the TCRS. The Teacher Legacy Pension Plan closed to new membership on June 30, 2014, but will continue providing benefits to existing members and retirees. Beginning July 1, 2014, the Teacher Retirement Plan became effective for teachers employed by LEAs after June 30, 2014. The Teacher Retirement Plan is a separate cost-sharing, multiple-employer defined benefit plan. The TCRS was created by state statute under Tennessee Code Annotated Title 8, Chapters 34-37. The TCRS Board of Trustees is responsible for the proper operation and administration of all employer pension plans in the TCRS. The Tennessee Treasury Department, an agency in the legislative branch of state government, administers the plans of the TCRS. The TCRS issues a publically available financial report that can be obtained at [www.treasury.tn.gov/tcrs](http://www.treasury.tn.gov/tcrs).

##### *Benefits Provided*

Tennessee Code Annotated Title 8, Chapters 34-37 establishes the benefit terms and can be amended only by the Tennessee General Assembly. Members of the Teacher Legacy Pension Plan are eligible to retire with an unreduced benefit at age 60 with 5 years of service credit or after 30 years of service credit regardless of age. Benefits are determined by a formula using the member's highest five consecutive year average compensation and the member's years of service credit. A reduced early retirement benefit is available at age 55 and vested. Members are vested with five years of service credit. Service related disability benefits are provided regardless of length of service. Five years of service is required for non-service related disability eligibility. The service related and non-service related disability benefits are determined in the same manner as a service retirement benefit but are reduced 10 percent and include projected service credits. A variety of death benefits are available under various eligibility criteria. Member and beneficiary annuitants are entitled to automatic cost of living adjustments (COLAs) after retirement. A COLA is granted each July for annuitants retired prior to the 2nd of July of the previous year. The COLA is based on the change in the consumer price index (CPI) during the prior calendar year, capped at 3 percent, and applied to the current benefit. No COLA is granted if the change in the CPI is less than one-half percent. A one percent COLA is

## *6. RETIREMENT PLAN (continued)*

### *Legacy (continued)*

#### *Benefits Provided (continued)*

granted if the CPI change is between one-half percent and one percent. A member who leaves employment may withdraw their employee contributions, plus any accumulated interest. Under the Teacher Legacy Pension Plan, benefit terms and conditions, including COLAs, can be adjusted on a prospective basis. Moreover, there are defined cost controls and unfunded liability controls that provide for the adjustment of benefit terms and conditions on an automatic basis.

#### *Contributions*

Contributions for teachers are established in the statutes governing the TCRS and may only be changed by the Tennessee General Assembly. Teachers contribute 5 percent of salary. The Local Education Agencies (LEAs) make employer contributions at the rate set by the Board of Trustees as determined by an actuarial valuation. By law, employer contributions for the Teacher Legacy Pension Plan are required to be paid. TCRS may intercept the state shared taxes of the sponsoring governmental entity of the LEA if the required employer contributions are not remitted. Employer contributions by Freedom Prep - Shelby Co Teachers for the year ended June 30, 2016 to the Teacher Legacy Pension Plan were \$236,918 which is 9.04 percent of covered payroll. The employer rate, when combined with member contributions, is expected to finance the costs of benefits earned by members during the year, the cost of administration, as well as an amortized portion of any unfunded liability.

#### *Pension Liabilities (Assets)*

At June 30, 2017, Freedom Prep - Shelby Co Teachers reported a liability of \$331,706 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial value as of that date. Freedom Prep - Shelby Co Teachers' proportion of the net pension liability was based on Freedom Prep – Shelby Co Teachers' share of contributions to the pension plan relative to the contributions of all participating LEAs. At the measurement date of June 30, 2016 Freedom Prep - Shelby Co Teachers' proportion was 0.037464 percent. The proportion measured as of June 30, 2015 was 0.038206 percent.

#### *Pension Expense*

For the year ended June 30, 2017, Freedom Prep - Shelby Co Teachers recognized pension expense of \$108,183.

#### *Deferred Outflows of Resources and Deferred Inflows of Resources*

For the year ended June 30, 2017, Freedom Prep - Shelby Co Teachers reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

*6. RETIREMENT PLAN (continued)*

*Legacy (continued)*

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experiences	\$ 9,853	\$ 283,451
Changes in assumptions	325,825	5,626
Net difference between projected and actual earnings on plan investments	<u>512,201</u>	<u>250,794</u>
Total	<u><u>\$ 847,879</u></u>	<u><u>\$ 539,871</u></u>

Freedom Prep - Shelby Co Teachers employer contributions of \$236,918, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase of net pension liability (asset) in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	Year Ended <u>June 30,</u>
2018	\$ (21,732)
2019	(21,732)
2020	106,147
2021	35,498

Freedom Prep - Shelby Co Teachers employer contributions of \$122,274, reported as pension related deferred outflows of resources subsequent to the measurement date, will be recognized as an increase of net pension liability (asset) in the year ended June 30, 2017.

*Actuarial Assumptions*

The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.0 Percent
Salary Increases	Graded salary ranges from 8.97 to 3.71 percent based on age, including inflation, averaging 4.25 percent

## *6. RETIREMENT PLAN (continued)*

### *Legacy (continued)*

#### *Actuarial Assumptions (continued)*

Investment Rate of Return                    7.5 percent, net of pension plan investment expenses, including inflation

Cost of Living Adjustment                    2.5 percent

Mortality rates are customized based on the June 30, 2012 actuarial experience study and included an adjustment for expected future improvement in life expectancy. The actuarial assumptions used in the June 30, 2015 actuarial valuation were based on the results of an actuarial experience study performed for the period July 1, 2008 through June 30, 2012. The demographic assumptions were adjusted to more closely reflect actual and expected future experience. The long-term expected rate of return on pension plan investments was established by the TCPS Board of Trustees in conjunction with the June 30, 2012 actuarial experience study by considering the following three techniques: (1) the 25-year historical return of the TCPS at June 30, 2012, (2) the historical market returns of asset classes from 1926 to 2012 using the TCPS investment policy asset allocation, and (3) capital market projections that were utilized as a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. Four sources of capital market projections were blended and utilized in the third technique. The blended capital market projection established the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding inflation of 3 percent. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Rate of Return
U.S. Equity	6%	33%
Developed market international equity	6.26%	17%
Emerging market international equity	6.46%	5%
Private equity and strategic lending	4.61%	8%
U. S. Fixed Income	0.98%	29%
Real assets	4.73%	7%
Short-term security	0.00%	1%
Total		100.00%

## *6. RETIREMENT PLAN (continued)*

### *Legacy (continued)*

#### *Actuarial Assumptions (continued)*

The long-term expected rate of return on pension plan investments was established by the TCRS Board of Trustees as 7.5 percent based on a blending of the three factors described above.

#### *Discount Rate*

The discount rate used to measure the total pension liability was 7.5 percent. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current rate and that contributions from the all LEAs will be made at the actuarially determined contribution rate pursuant to an actuarial valuation in accordance with the funding policy of the TCRS Board of Trustees and as required to be paid by state statute. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make projected future benefit payments of current active and inactive members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

#### *Sensitivity of the Proportionate Share of Net Pension Liability (Asset) to Changes in the Discount Rate*

The following presents Freedom Prep - Shelby Co Teachers' proportionate share of the net pension liability (asset) calculated using the discount rate of 7.5 percent, as well as what Freedom Prep - Shelby Co Teachers' proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (6.5 percent) or 1-percentage-point higher (8.5 percent) than the current rate:

	Current		
	1% decrease (6.50%)	Discount Rate (7.50%)	1% Increase (8.50%)
Net pension liability	\$ 1,395,009	\$ 335,126	\$ (542,535)

#### *Pension Plan Fiduciary Net Position*

Detailed information about the pension plan's fiduciary net position is available in a separately issued TCRS financial report.

At June 30, 2017, Freedom Prep - Shelby Co Teachers reported a payable of \$331,706 for the outstanding amount of contributions to the pension plan required at the year ended June 30, 2017.

## *7. COMMITMENTS AND CONTINGENCIES*

### State and Federal Allowances, Awards, and Grants

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grant, management believes that any required reimbursement will not be material.

## *8. PRIOR PERIOD ADJUSTMENT*

The beginning net position of Governmental Activities has been decreased by \$74,902 to remove an account receivable that the Organization deemed to be uncollectable because the donor can no longer be contacted.

The beginning fund balance of the governmental fund has been decreased by \$864,300 in order to record the current change in the GASB 68 pension requirements based on the June 30, 2016 actuarial report furnished by the State.

## **REQUIRED SUPPLEMENTAL INFORMATION**

*SCHEDULE OF PROPORTIONATE SHARE OF THE NET  
PENSION LIABILITY (ASSET) TEACHER RETIREMENT PLAN OF TCRS  
For the Year Ended June 30, 2017*

	<u>2017</u>	<u>2016</u>
Organization proportion of the net pension liability (asset)	0.026775%	0.231236%
Organization proportion of the net pension liability (asset)	(27,847)	(9,303)
Covered employees' payroll	\$ 1,357,032	480,448
Plan Fiduciary Net Pension as a percent of total pension liability	95.95%	127.46%
Net pension liability as a percentage of covered employees' payroll	-2.05%	-1.94%

\*The amounts presented were determined as of June 30 of the prior fiscal year. This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

*SCHEDULE OF CONTRIBUTIONS TEACHER RETIREMENT PLAN OF TCRS  
For the Year Ended June 30, 2017*

	<u>2017</u>	<u>2016</u>
Contractually required	\$ 47,082	\$ 255,106
Contribution in relation to the contractually required contribution	<u>47,082</u>	<u>255,106</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
Organization covered payroll	1,357,032	5,675,222
Contribution as a percentage of the organization covered payroll	3.47%	4.50%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

*SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION ASSET TEACHER  
LEGACY PENSION PLAN OF TCRS  
For the Year Ended June 30, 2017*

	<u>2017</u>	<u>2016</u>
Organization proportion of the net pension liability (asset)	0.037464%	0.038206%
Organization proportion of the net pension liability (asset)	234,128	15,650
Plan Fiduciary Net Pension as a percent of total pension liability	95.95%	99.81%
Covered employees' payroll	\$ 1,357,032	1,430,228
Net pension liability as a percentage of covered employees' payroll	17.25%	1.09423%

\*The amounts presented were determined as of June 30 of the prior fiscal year.

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**SCHEDULE OF CONTRIBUTIONS TEACHER RETIREMENT PLAN OF TCRS**  
**For the Year Ended June 30, 2017**

	<u>2017</u>	<u>2016</u>
Contractually required	\$ 122,174	\$ 236,919
Contribution in relation to the contractually required contribution	<u>122,174</u>	<u>236,919</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
Organization covered payroll	1,357,032	2,609,512
Contribution as a percentage of the organization covered payroll	9.00%	9.08%

This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**SCHEDULE OF CHANGES IN NET PENSION LIABILITIES**

*For the Year Ended June 30, 2017*

	Total Pension Liability (a)	Fiduciary Net Position (b)	Plan Net Pension Liability (a-b)
Balance at June 30, 2016	\$ 8,269,580	\$ 7,974,166	\$ 295,413
Changes for the year:			
Service cost	134,709	-	134,709
Interest	592,847	-	592,847
Different between actual and expected expense	(286,358)	-	(286,358)
Change in assumptions	-	-	-
Contribution - employer	-	124,940	(124,940)
Contribution - employee	-	69,360	(69,360)
Net investment income		208,243	(208,243)
Benefit payments, including refunds of employee contributions	(426,610)	(426,610)	-
Administrative expense	-	(1,878)	1,878
Other changes	-	820	(820)
Net Changes	14,588	(25,125)	39,713
Balance at June 30, 2017	<u>\$ 8,284,167</u>	<u>\$ 7,949,041</u>	<u>\$ 335,126</u>

## **OTHER SUPPLEMENTARY INFORMATION**

**ORGANIZATIONAL STRUCTURE**  
*For the Year Ended June 30, 2017*

**GOVERNING BOARD**

Name	Office	Term	Term Expiration
Cardell Orin	Board Chair	3 years	June 30, 2020
Michael Levin	Board Vice Chair	3 Years	June 30, 2020
Bruce Landau	Secretary	2 Years	June 30, 2019
Desiree Lyles-Wallace	General Manager	2 Years	June 30, 2019
John Cornes	Treasurer	2 Years	June 30, 2019
Michael Jones	Parent Representative	2 Years	June 30, 2019
Cindy Ettingoff	General Manager	2 Years	June 30, 2019
Athena Turner	General Manager	2 Years	June 30, 2019

**ADMINISTRATION**

Roblin Webb	Chief Executive Officer
Charlise Clark	Chief Financial Officer

*SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS*

*For the Year Ended June 30, 2017*

<b>Federal Grantor/ Pass-through Grantor Program Title</b>	<b>Type of Grant</b>	<b>Federal CFDA Number</b>	<b>Pass-Through Entity</b>	<b>Pass-Through Grantor's Number</b>	<b>Award Amount</b>	<b>Accrued or (Deferred) Revenue at June 30, 2016</b>	<b>Cash Receipts</b>	<b>Expenditures / Revenue Recognized</b>	<b>Accrued or (Deferred) Revenue at June 30, 2017</b>
<b>FEDERAL AWARD</b>									
Department of Education	Title I, Part A	84.010			\$ 735,706	\$ 328,671	\$ 547,957	\$ 516,575	\$ 297,289
Department of Education	IDEA Special Education Grant	84.027A	Achievement School District	H027A160052	35,688	42,053	68,174	34,526	\$ 8,405
Department of Education	Teachers & Principle Training & Recruiting- Title II, Part A	84.367A	Achievement School District	S367A160040	42,284	26,593	45,182	42,146	\$ 23,557
Department of Education	Pre-School (K) Development	84.419B	Achievement School District	S419B150026-16B	200,038	65,958	164,774	192,719	\$ 93,903
<b>Total Federal Awards</b>					<u>\$ 1,013,716</u>	<u>\$ 463,275</u>	<u>\$ 826,087</u>	<u>\$ 785,966</u>	<u>\$ 423,154</u>

*Note 1—Basis of Accounting*

The Schedule of Expenditures of Federal Awards is prepared on the same basis of accounting as the organization's financial statements. The organization uses the accrual basis of accounting. Expenditures represent only the federally funded portions of the program. District records should be consulted to determine amounts expended or matched from non-federal sources.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**



Board of Directors  
Freedom Preparatory Academy, Inc  
Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Organization's basic financial statements, and have issued our report thereon dated December 26, 2017.

*Internal Control over Financial Reporting*

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of Freedom Preparatory Academy's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

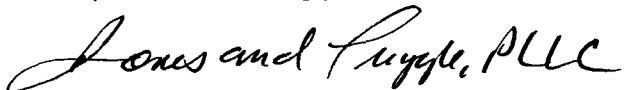
*Compliance and Other Matters*

As part of obtaining reasonable assurance about whether Freedom Preparatory Academy's financial statements are free from material misstatement, we

performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

*Purpose of this Report*

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Memphis, Tennessee

December 26, 2017

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR  
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE  
UNIFORM GUIDANCE**

Board of Directors  
Freedom Preparatory Academy, Inc  
Memphis, Tennessee

*Report on Compliance for Each Major Federal Program*

We have audited Freedom Preparatory Academy Inc's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Freedom Preparatory Academy Inc's major federal programs for the year ended June 30, 2017. Freedom Preparatory Academy Inc's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

*Management's Responsibility*

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

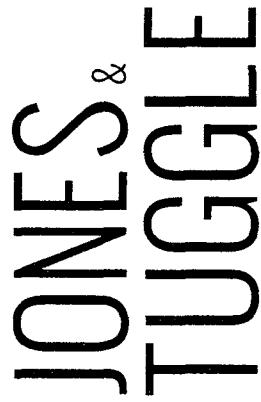
*Auditor's Responsibility*

Our responsibility is to express an opinion on compliance for each of Freedom Preparatory Academy Inc's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Freedom Preparatory Academy Inc's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Freedom Preparatory Academy Inc's compliance.

*Opinion on Each Major Federal Program*

In our opinion, Freedom Preparatory Academy Inc's, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.



## *Other Matters*

The results of our auditing procedures disclosed no instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance.

### *Report on Internal Control over Compliance*

Management of Freedom Preparatory Academy Inc is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Freedom Preparatory Academy Inc's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Freedom Preparatory Academy Inc's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Memphis, Tennessee

December 26, 2017

***SCHEDULE OF FINDINGS AND QUESTIONED COSTS***

*For the Year Ended June 30, 2017*

*Part I – Summary of Auditors' Results*

1. The independent auditors' report on the financial statements expressed an unqualified opinion.
2. No reportable conditions in internal control over financial reporting were identified.
3. No instance of noncompliance considered material to the financial statements was disclosed by the audit.
4. No reportable conditions in internal control over compliance with requirements applicable to major federal award programs were identified.
5. The independent auditors' report on compliance with requirements applicable to major federal award programs expressed an unmodified opinion.
6. Audit finding relative to the major federal award program for Freedom Preparatory Academy, Inc. are reported in this schedule.
7. The Organization's major program were:

<u>Name of Program</u>	<u>CFDA Number</u>
Title I Part A	84.010
IDEA Special Education Grant	84.027A
Title II Part A	84.367A
Pre-School Development	84.419B

8. A threshold of \$750,000 was used to distinguish between Type A and Type B programs as those terms are defined in OMB Circular A-133.
9. The Organization did not qualify as a low-risk auditee as that term is defined in OMB Circular A-133.

*Part II – Financial Statement Findings Section*

<u>Reference Number</u>	<u>Finding</u>	<u>Questioned Costs</u>
No reportable matters.		

*SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
For the Year Ended June 30, 2017*

<i><u>Finding/Recommendations</u></i>	<i><u>Current Status</u></i>	<i><u>Management's Explanation if Not Implemented</u></i>
None	N/A	N/A

## SY 2018 Annual Audit Report

Freedom Preparatory Academy Charter Schools engaged with CBIZ Memphis in the month of August 2018 for the completion of our fiscal year 2018 annual audit report. Due to several factors outside of the control of Freedom Prep Academy, such as audit staff turnover and prior year audit documentation requests & review, to date, the audit report has not been issued. The audit engagement manager has assured Freedom Prep the report will be complete and issued within the next 15-30 business days.

**Freedom Preparatory Academy**  
**Statement of Functional Expenses**

Reporting Book:  
As of Date:  
Location:

ACCURAL  
02/28/2019  
Freedom Prep

	Central Office Month Ending 02/28/2019	Flagship Middle / High School Month Ending 02/28/2019	Millbranch Elementary Month Ending 02/28/2019	Millbranch Middle School Month Ending 02/28/2019	Westwood Elementary Month Ending 02/28/2019	Freedom Prep (All) Month Ending 02/28/2019
	Actual	Actual	Actual	Actual	Actual	Actual
<b>Income</b>						
Charges for Current Services						
Field Trips	0.00	3,905.00	0.00	0.00	550.00	4,455.00
Uniforms	0.00	15.00	16.00	0.00	214.00	245.00
Contract for Administrative Service with Other LEAs	236,769.20	0.00	0.00	0.00	0.00	236,769.20
Total Charges for Current Services	236,769.20	3,920.00	16.00	0.00	764.00	241,469.20
Other Charges for Services						
Apparel	0.00	132.00	0.00	0.00	0.00	132.00
Supply kits	0.00	0.00	25.00	0.00	167.00	192.00
Concessions	0.00	0.00	0.00	0.00	111.64	111.64
Track Fees	0.00	350.00	0.00	0.00	0.00	350.00
Softball Fees	0.00	100.00	0.00	0.00	0.00	100.00
Graduation dues	0.00	2,765.00	0.00	0.00	0.00	2,765.00
Student Council	0.00	1,252.00	0.00	0.00	0.00	1,252.00
Total Other Charges for Services	0.00	4,599.00	25.00	0.00	278.64	4,902.64
Other Local Revenue						
Other Local Revenues	278.83	0.00	0.00	0.00	0.00	278.83
Interest	813.99	0.00	0.00	0.00	0.00	813.99
Miscellaneous Refunds	350.62	0.00	1,799.87	1,799.87	169.00	4,119.36
Total Other Local Revenue	1,443.44	0.00	1,799.87	1,799.87	169.00	5,212.18
Fundraising Revenue						
Fundraising	0.00	334.00	2,741.00	0.00	0.00	3,075.00
Total Fundraising Revenue	0.00	334.00	2,741.00	0.00	0.00	3,075.00
Gifts & Donations						
Donations - Private	582.00	0.00	10.00	10.00	35.00	637.00
Fundraising - Athletics	0.00	370.00	0.00	0.00	0.00	370.00
Total Gifts & Donations	582.00	370.00	10.00	10.00	35.00	1,007.00
State Education Funds						
State of Tennessee : State Education Funds : Basic Education Program	0.00	634,336.23	385,364.31	230,516.43	766,908.47	2,017,125.44
State of Tennessee : All Other State Revenues	0.00	22,292.69	12,300.00	6,007.31	0.00	40,600.00
Total State Education Funds	0.00	656,628.92	397,664.31	236,523.74	766,908.47	2,057,725.44
Federal Government Revenue						
Federal Government : Federal Through State	36,336.62	0.00	76,278.50	70,132.94	0.00	182,748.06
Federal Government : Title I - Grants to Local Education Agencies	0.00	63,760.60	28,025.00	8,000.00	27,832.95	127,618.55
Federal Government : Special Education Preschool Grants	0.00	0.00	0.00	0.00	12,333.00	12,333.00
Total Federal Government Revenue	36,336.62	63,760.60	104,303.50	78,132.94	40,165.95	322,699.61
<b>Total Income</b>	<b>275,131.26</b>	<b>729,612.52</b>	<b>506,559.88</b>	<b>316,466.55</b>	<b>808,321.06</b>	<b>2,636,091.07</b>
<b>Expense</b>						
100 - Personnel Services						
Personnel Services						
Principal	0.00	14,662.50	7,750.00	6,666.66	7,803.00	36,882.16
Supervisor-Director	0.00	9,350.00	5,010.52	2,697.82	9,166.68	26,225.02
Teachers	0.00	153,337.02	97,971.45	33,660.84	125,493.75	410,463.06
Social Workers	0.00	22,272.30	5,407.08	4,823.74	13,061.12	45,564.24
Medical Personnel	0.00	1,875.22	1,541.50	1,541.84	1,874.78	6,833.34
Assistant Principal	0.00	43,118.34	14,708.34	10,288.70	31,375.02	99,490.40
Clerical Personnel	0.00	10,988.94	3,911.14	3,911.14	577.80	19,389.02
Educational Assistants	0.00	3,166.66	0.00	0.00	6,618.34	9,785.00
Maintenance Personnel	0.00	866.58	433.29	433.29	433.50	2,166.66
Temporary Personnel	0.00	6,609.20	121.60	0.00	12,809.89	19,540.69
Special Education Personnel	0.00	50,064.46	13,885.32	17,659.18	40,794.96	122,403.92
Bonuses & Extra Pay	0.00	808.74	131.44	525.67	3,411.61	4,877.46
Other Salaries & Wages	161,524.35	3,791.66	1,125.00	1,125.00	4,583.34	172,149.35
Total Personnel Services	161,524.35	320,911.62	151,996.68	83,333.88	258,003.79	975,770.32
Total 100 - Personnel Services	161,524.35	320,911.62	151,996.68	83,333.88	258,003.79	975,770.32
200 - Employee Benefits						
Employee Benefits						
Social Security	9,508.69	18,694.11	8,925.93	4,924.04	14,481.40	56,534.17
State Retirement	12,025.42	28,074.92	13,728.64	6,987.05	20,605.70	81,421.73
Medical Insurance	12,403.90	26,145.44	13,627.61	6,718.75	19,688.52	78,584.22
Dental Insurance	709.06	1,555.23	873.05	417.80	1,206.91	4,762.05
Unemployment Compensation	689.75	3,940.54	2,036.95	1,127.95	3,225.96	11,021.15
Employer Medicare	2,223.79	4,372.13	2,087.51	1,151.53	3,986.74	13,221.70
Other Fringe Benefits	196.22	348.96	236.62	119.71	298.41	1,199.92
Total Employee Benefits	37,756.83	83,131.33	41,516.31	21,446.83	62,893.64	246,744.94
Total 200 - Employee Benefits	37,756.83	83,131.33	41,516.31	21,446.83	62,893.64	246,744.94
300 - Contracted Services						
Additional Contracted Services						
Field Trips	0.00	8,189.56	0.00	0.00	2,610.00	10,799.56
Internet & Website Fees	47.75	0.00	16.38	0.00	0.00	64.13
Payroll Services	1,745.50	0.00	0.00	0.00	0.00	1,745.50
Security	838.11	3,013.00	1,778.54	1,274.72	3,574.92	10,479.29
Total Additional Contracted Services	2,631.36	11,202.56	1,794.92	1,274.72	6,184.92	23,088.48
Consultants						
Curriculum	16,275.00	0.00	0.00	0.00	0.00	16,275.00
Total Consultants	16,275.00	0.00	0.00	0.00	0.00	16,275.00
Contracted Services						
Advertising	2,342.40	0.00	0.00	0.00	0.00	2,342.40
Bank Charges	245.44	0.00	0.00	0.00	0.00	245.44
Total Contracted Services	2,587.84	0.00	0.00	0.00	0.00	2,587.84
Contracts with Agencies						
Contracts with Private Agencies - 2	0.00	0.00	0.00	0.00	12,333.00	12,333.00
Contracts with Private Agencies - 3	0.00	13,000.00	2,600.00	3,900.00	13,250.00	32,750.00
Contracts with Private Agencies - 5	0.00	25,000.00	20,000.00	10,000.00	15,000.00	70,000.00
Total Contracts with Agencies	0.00	38,000.00	22,600.00	13,900.00	40,583.00	115,083.00

Contracts with Special Education Providers						
Contracts with Special Education Providers	0.00	9,673.65	3,805.73	927.58	22,732.34	37,139.30
Total Contracts with Special Education Providers	0.00	9,673.65	3,805.73	927.58	22,732.34	37,139.30
Dues, Eval/Testing & Financial Services						
Evaluation & Testing	24,072.00	0.00	0.00	0.00	0.00	24,072.00
Financial Services	0.00	14.45	0.71	0.00	2.47	17.63
Total Dues, Eval/Testing & Financial Services	24,072.00	14.45	0.71	0.00	2.47	24,089.63
Janitorial & Landscaping Services						
Janitorial Services	2,452.33	9,596.66	5,096.70	2,744.37	9,809.30	29,699.36
Janitorial Services - 3	126.60	425.00	265.20	142.80	506.40	1,466.00
Total Janitorial & Landscaping Services	2,578.93	10,021.66	5,361.90	2,887.17	10,315.70	31,165.36
Postage & Stationary						
Postal Charges	113.35	40.20	0.00	0.00	118.15	271.70
Total Postage & Stationary	113.35	40.20	0.00	0.00	118.15	271.70
School Operations						
Operating Lease Payments	0.00	8,750.00	0.00	0.00	3,100.00	11,850.00
Legal Services	400.00	0.00	0.00	0.00	0.00	400.00
Maintenance & Repair Services - Building	18.69	165.90	3,836.92	2,109.00	3,879.46	10,009.97
Total School Operations	418.69	8,915.90	3,836.92	2,109.00	6,979.46	22,259.97
SIS / Technology Services						
Student Information System	1,150.00	0.00	1,150.00	0.00	0.00	2,300.00
Technology Services	2,339.50	13,625.00	1,300.10	2,782.30	937.50	20,984.40
Total SIS / Technology Services	3,489.50	13,625.00	2,450.10	2,782.30	937.50	23,284.40
Staff Recruiting						
Staff Recruiting	4,225.71	0.00	0.00	0.00	0.00	4,225.71
Total Staff Recruiting	4,225.71	0.00	0.00	0.00	0.00	4,225.71
Student Activities						
Student Activities	0.00	2,288.39	0.00	0.00	0.00	2,288.39
Student Recruitment	190.99	0.00	0.00	0.00	0.00	190.99
Parent Meetings	0.00	803.71	0.00	0.00	8.44	812.15
Student Activities - 4	0.00	2,563.19	1,015.77	3,773.54	876.14	8,228.64
Total Student Activities	190.99	5,655.29	1,015.77	3,773.54	884.58	11,520.17
Transportation Services						
Transportation - Student	0.00	20,140.00	12,587.50	12,587.50	10,070.00	55,385.00
Total Transportation Services	0.00	20,140.00	12,587.50	12,587.50	10,070.00	55,385.00
Total 300 - Contracted Services	56,583.37	117,288.71	53,453.55	40,241.81	98,808.12	366,375.56
400 - Supplies & Materials						
Supplies & Materials						
Custodial Supplies	0.00	209.18	0.00	0.00	4.37	213.55
Total Supplies & Materials	0.00	209.18	0.00	0.00	4.37	213.55
Office Supplies						
Food Supplies	432.34	1,473.87	1,225.83	1,028.62	3,730.58	7,891.24
Office Supplies	1,482.95	1,057.82	1,253.29	465.59	677.98	4,937.63
Total Office Supplies	1,915.29	2,531.69	2,479.12	1,494.21	4,408.56	12,828.87
Instructional Materials: Copier Paper						
Instructional Materials and Supplies	0.00	4,158.49	813.60	749.50	2,310.00	8,031.59
Total Instructional Materials: Copier Paper	0.00	4,158.49	813.60	749.50	2,310.00	8,031.59
Equipment & Machinery Parts						
Copier Lease	321.56	8,435.99	2,261.46	1,134.48	5,789.73	17,943.22
Total Equipment & Machinery Parts	321.56	8,435.99	2,261.46	1,134.48	5,789.73	17,943.22
Library books, text books & media						
Library Books & Media	0.00	0.00	1,828.97	453.70	0.00	2,282.67
Textbooks	0.00	0.00	993.58	0.00	0.00	993.58
Total Library books, text books & media	0.00	0.00	2,822.55	453.70	0.00	3,276.25
Instructional Supplies & Materials						
Instructional Supplies & Materials	0.00	1,971.55	3,916.30	414.06	808.84	7,110.75
Copier Usage Fees	281.57	1,508.48	1,876.36	1,023.19	1,167.42	5,857.02
Teacher Supplies	0.00	2,534.61	0.00	0.00	0.00	2,534.61
Total Instructional Supplies & Materials	281.57	6,014.64	5,792.66	1,437.25	1,976.26	15,502.38
Uniforms						
Uniforms	0.00	134.32	45.00	28.00	160.96	368.28
Total Uniforms	0.00	134.32	45.00	28.00	160.96	368.28
Utilities						
Utilities	1,367.20	10,221.00	3,015.35	1,623.65	6,248.80	22,476.00
Phone & Fax Service	135.42	1,651.94	242.03	130.32	541.68	2,701.39
Internet	175.00	847.10	206.12	110.99	700.00	2,039.21
Waste	177.18	906.50	588.25	316.75	708.73	2,697.41
Cell Phones	1,423.56	780.00	300.00	168.00	405.00	3,076.56
Total Utilities	3,278.36	14,406.54	4,351.75	2,349.71	8,604.21	32,990.57
Professional Development & Travel						
Professional Development Supplies	890.00	780.75	99.00	99.00	500.00	2,368.75
Travel	1,304.17	4,866.64	335.37	849.07	82.01	7,437.26
Total Professional Development & Travel	2,194.17	5,647.39	434.37	948.07	582.01	9,806.01
Discretionary Funds						
Staff Gifts and Awards	133.44	371.51	111.20	44.48	208.96	869.59
CIO Discretionary	300.38	0.00	0.00	0.00	0.00	300.38
COO Discretionary	16.99	0.00	0.00	0.00	0.00	16.99
Total Discretionary Funds	450.81	371.51	111.20	44.48	208.96	1,186.96
Total 400 - Supplies & Materials	8,441.76	41,909.75	19,111.71	8,639.40	24,045.06	102,147.68
500 - Other Charges						
Other Charges						
Worker's Compensation Insurance	1,673.00	0.00	0.00	0.00	0.00	1,673.00
Fines, Assessments and Penalties	0.00	17,500.00	17,500.00	19,953.26	13,274.16	68,227.42
Criminal Investigation of Applicants	316.35	0.00	0.00	0.00	0.00	316.35
Transfers of Other Funds	0.00	70,954.95	46,825.82	24,452.37	94,536.06	236,769.20
All Other Charges	50.15	0.00	109.85	59.15	0.00	219.15
Total Other Charges	2,039.50	88,454.95	64,435.67	44,464.78	107,810.22	307,205.12
Capital Outlay						
Equipment - Computers	1,132.00	0.00	0.00	0.00	1,896.00	3,028.00
Principal on Other Loans	0.00	3,757.54	2,658.20	1,431.34	0.00	7,847.08
Interest on Other Loans	0.00	2,182.84	5,490.86	2,956.62	0.00	10,630.32
Furniture & Fixtures	0.00	0.00	997.06	129.49	0.00	1,126.55
Total Capital Outlay	1,132.00	5,940.38	9,146.12	4,517.45	1,896.00	22,631.95
Total 500 - Other Charges	3,171.50	94,395.33	73,581.79	48,982.23	109,706.22	329,837.07
<b>Total Expense</b>	<b>267,477.81</b>	<b>657,036.74</b>	<b>339,660.04</b>	<b>202,644.15</b>	<b>553,456.83</b>	<b>2,020,875.57</b>
<b>Net Income (\$)</b>						
Income						
<b>Total Net Income</b>	<b>7,653.45</b>	<b>71,975.78</b>	<b>166,899.64</b>	<b>113,822.40</b>	<b>254,864.23</b>	<b>615,215.50</b>

# Freedom Preparatory Academy

## Statement of Financial Position

Reporting Book:

ACCRUAL

As of Date:

02/28/2019

Year To Date	
02/28/2019	
Current Year Balance	

### **Assets**

Current Assets	
Cash and Cash Equivalents	2,770,544.96
Accounts Receivable, Net	14,514.29
Grants Receivable	0.00
Other Current Assets	<u>928,287.35</u>
Total Current Assets	3,713,346.60
Long-term Assets	
Property & Equipment	4,354,847.28
Other Long-term Assets	<u>59,241.20</u>
Total Long-term Assets	<u>4,414,088.48</u>
<b>Total Assets</b>	<b><u>8,127,435.08</u></b>

### **Liabilities and Net Assets**

Liabilities	
Short-term Liabilities	
Accounts Payable	242,893.53
Accrued Liabilities	57,095.24
Deferred Revenue	84,172.89
Note Payable - Current Portion	624,647.69
Other Short-term Liabilities	<u>423,171.61</u>
Total Short-term Liabilities	1,431,980.96
Long Term Liabilities	
Other Long-term Liabilities	<u>3,061,927.01</u>
Total Long Term Liabilities	<u>3,061,927.01</u>
Total Liabilities	<u>4,493,907.97</u>
Net Assets	<u>3,633,527.11</u>
<b>Total Liabilities and Net Assets</b>	<b><u>8,127,435.08</u></b>

Created on: 03/29/2019 10:17 AM



*Attachment V*

**HOLD FOR  
PROGRESSIVE**

TH

**State of Tennessee, County of Shelby**

**CIVIL WARRANT NO.**

1953126  
GENERAL SESSIONS CIVIL  
OCT 16 18 PM '18

**To Any Lawful Officer to Execute and Return:**

Summons to appear before the Court of General Sessions of Shelby County, Tennessee, Room 106 Shelby County Courthouse, 140 Adams Ave., Memphis, Tennessee

Jamal McCall  
Defendant  
1090 Old Hearthstone Circle E, Collierville TN 38017  
Address

Freedom Prep Academy AKA and dba Freedom Prep Whitehaven and Freedom Prep  
Defendant *Mccayn's*  
5132 Jonetta St, Collierville TN 38109  
Address

on DAY Tuesday DATE Dec. 4 2018 TIME 1:30 P.M.

to answer in a civil action brought by the Plaintiff(s) Aquadro Distributing for \$10,214.58 principal, plus interest, such being the past due and unpaid balance due and owing coming upon a sworn statement of account, and/or note, contract or personal guarantee, which is hereto the Court shown.

Under \$25,000.00

Issued this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_

Atty. for Pltf. Paul I. Mendelson

Mendelson Law Firm #11190357

EDWARD L. STANTON, JR., Clerk Pro Tempore  
of General Sessions Court Code No.

Address 799 Estate Place, Memphis, TN 38120  
Phone 763-2500  
B.P.R. No. 8159 M51991

By \_\_\_\_\_  
Deputy Clerk

**JUDGMENT**

Judgment for \_\_\_\_\_

and Cost

of suit and litigation taxes, for which Execution may issue.

This \_\_\_\_\_ day \_\_\_\_\_, 20\_\_\_\_

Judge of Division \_\_\_\_\_

**SERVICE**

Came to hand same day issued and executed as  
commanded on \_\_\_\_\_

Came to hand same day issued and executed as  
commanded on \_\_\_\_\_

This \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

This \_\_\_\_\_ day \_\_\_\_\_, 20\_\_\_\_

Sheriff/Process Server

Sheriff/Process Server

\*\*\*SEE OTHER SIDE FOR ADDITIONAL SERVICE\*\*\*

\*\*\*\*AND NOTICE TO DEFENDANTS\*\*\*\*

DEPUTY CLERK  
Shelby County Court House  
Memphis  
Tennessee

DEPUTY CLERK  
Shelby County Court House  
Memphis  
Tennessee

Came to hand same day issued and executed as commanded on \_\_\_\_\_

Came to hand same day issued and executed as commanded on \_\_\_\_\_

This \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_  
Sheriff/Process Server

This \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_  
Sheriff/Process Server

## **NOTICE**

### **TO THE DEFENDANT (S):**

Pursuant to Tennessee code annotated 26-2-114, you are hereby given the following notice: Tennessee law provides a ten thousand dollar (\$10,000.00) personal property exemption from execution or seizure to satisfy a judgment. If a judgment should be against you in this action and you wish to claim property as exempt, you must file a written list, under oath, of the items you wish to claim as exempt with the clerk of the court. The list may be filed at any time and may be changed by you thereafter as necessary; however, unless it is filed before the judgment becomes final, it will not be effective as to any execution or garnishment issued prior to the filing of the list. Certain items are automatically exempt by law and do not need to be listed; these include items of necessary wearing apparel(clothing) for yourself and your family and trunks or other receptacles necessary to certain such apparel, family portraits, the family Bible, and school books. Should any of these items be seized you would have the right to recover them. If you do not understand your exemption right and how to exercise it, you may wish to seek the counsel of a lawyer.

## **AFFIDAVIT**

To the best of my information and belief, after investigation of Defendant's employment, I hereby make affidavit that the Defendant is / is not a member of a military service.

\_\_\_\_\_  
Attorney for Plaintiff or Plaintiff

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My Commission Expires: \_\_\_\_\_

This communication is from a debt collector. This communication is an attempt to collect a debt and any information obtained will be used for that purpose

Sarah E. Smith  
901.524.5107  
[ssmith@bjlaw.com](mailto:ssmith@bjlaw.com)

April 1, 2019

**VIA EMAIL: pmendelson@lawmemphis.com**

Paul Mendelson  
Mendelson Law Firm  
799 Estate Pl.  
Memphis, TN 38120

Re: Aquadro Distributing v. Jamal McCall and Freedom Preparatory Academy

Dear Paul:

Enclosed is documentation supporting Freedom Prep's position that we have paid in full all moneys owed by our schools to Jamal McCall for food services. We presently have no outstanding obligations to Jamal McCall and have terminated our relationship. In receiving these documents, I became aware that Mr. McCall is now operating his business under the entity name Excell Management Services, LLC.

As you can see, Freedom Prep was not in possession of any documents indicating that Aquadro Distributing was or is a vendor of Mr. McCall, Elite, or Excell. Should this matter proceed, we will provide testimony that Freedom Prep never received the invoices you have previously sent me from Aquadro. Freedom Prep has no relationship, contractual or otherwise, that would obligate us to provide your client any relief in his dispute with Mr. McCall.

Given that you have been unable to serve Mr. McCall and have no cognizable legal claims against Freedom Prep, I request that you dismiss the pending lawsuit in Shelby County General Sessions.

Sincerely,

BURCH, PORTER & JOHNSON, PLLC

Sarah E. Smith

SES  
Enclosures

## **SHELBY COUNTY SCHOOLS ADDENDUM**

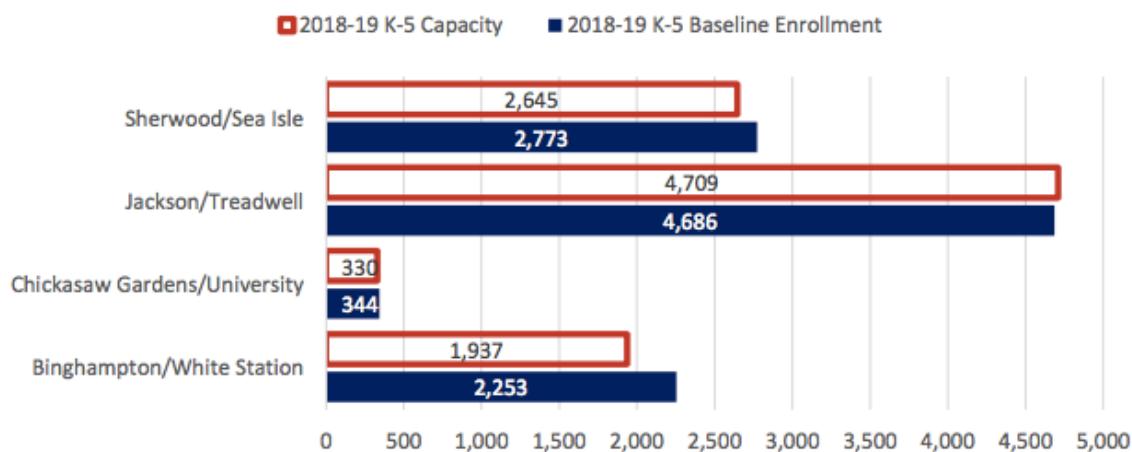
### **Freedom Preparatory Academy – Binghampton Campus**

Freedom Preparatory Academy Charter Schools humbly submits this application to open Freedom Preparatory Academy – Binghampton Campus, a public charter school authorized by Shelby County Schools to serve the students and families in the Binghampton community.

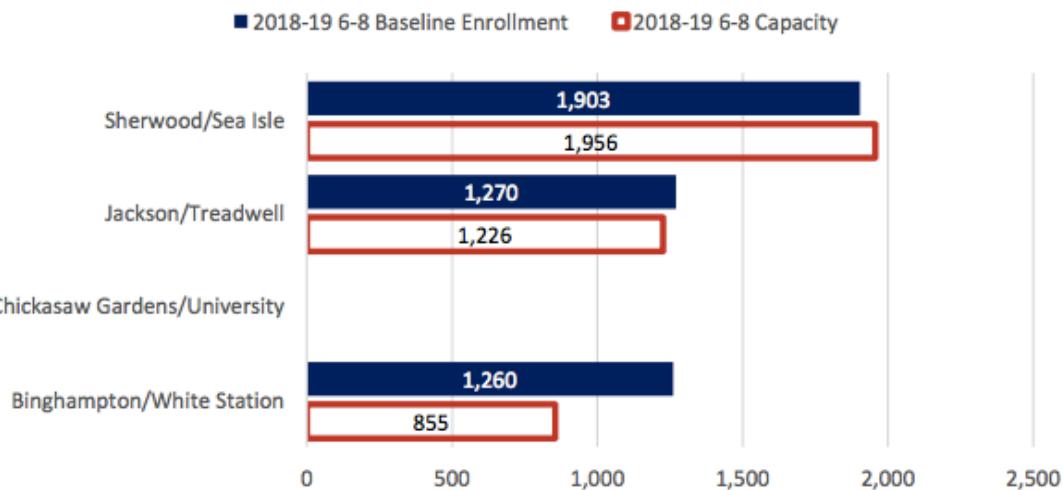
Freedom Prep began serving southwest Memphis in 2009 serving 100 students (2% of southwest Memphis students) with aspirations of eventually serving 3,000 students (22% of southwest Memphis students) at full growth. Freedom Preparatory Academy's vision is to change the academic trajectory for southwest Memphis by offering an education alternative. When Freedom Prep opened our first school, we were the only charter school to serve the Southwest Memphis community, a community with a college graduation rate of 10%. The goal of Freedom Preparatory Academy has been to increase the percentage of college graduates in Westwood and Whitehaven to 30%. Our commitment over our first decade of operation has been solely to the families of Westwood and Whitehaven. However, in light of the 2019 Regional Seats Analysis published by Shelby County Schools on February 8, 2019, Freedom Prep Charter Schools has chosen to expand our vision for Freedom Prep's impact and propose the opening of Freedom Preparatory Academy – Binghampton Campus.

Our intention in opening Freedom Preparatory Academy – Binghampton Campus is to serve the needs of Shelby County Schools by providing more seats in Grades K-5 and Grades 6-8. Based on the Regional Seats Analysis, Shelby County Schools needs additional seats in Binghampton in Grades K-8, and Freedom Prep will provide high quality seats as evidenced by our strong track record of academic results. The figures below, from the Regional Seats Analysis, demonstrate this need. Additionally, the Regional Seats Analysis states: "The Central City East region needs more seats based on 2018-19 baseline and charter enrollment and school capacity and anticipated charter school enrollment for schools already open. The highest number of seats are needed in the Binghampton/White Station neighborhood." The Regional Seats Analysis indicates a need for 435 additional seats in Grades K-5 and 396 additional seats in Grades 6-8.

### **K-5 Enrollment vs. Capacity by Neighborhood**



## 6-8 Enrollment vs. Capacity by Neighborhood



Additionally, Freedom Prep wishes to express that Freedom Prep shares the Shelby County Schools' School Board's concerns regarding many neighborhoods in Memphis having too many schools for the number of students in that neighborhood. That is why Freedom Prep Charter Schools has begun determining a new location for the Freedom Preparatory Academy K-8 Campus approved in 2018 with a proposed location of Sherwood/Sea Isle. There simply is not a need for additional seats in that community to give Freedom Prep Charter Schools the confidence of opening a healthily enrolled campus in that area, and Freedom Prep hopes to grow in Memphis in a manner that serves the needs of the families of Shelby County Schools.

Freedom Prep Charter Schools has been contacted many times over the years by charter authorizers outside of the State of Tennessee asking Freedom Prep to open schools in their community. While Freedom Prep is honored by this and grateful to Shelby County Schools for the opportunity to build a track record that attracts such interest, Freedom Prep's commitment is to the students and families of Memphis and is aware that the organizational strain of growing out of state would pose unique threat to the success of our current schools that growing in Memphis simply does not pose. Students across America need strong, college-prep schools, and too often families in the Whitehavens, Westwoods and Binghamtons across this country do not have access to high-quality public education. Freedom Prep is committed to growing, and it is our sincere hope to continue our growth only in Memphis and in partnership with Shelby County Schools.

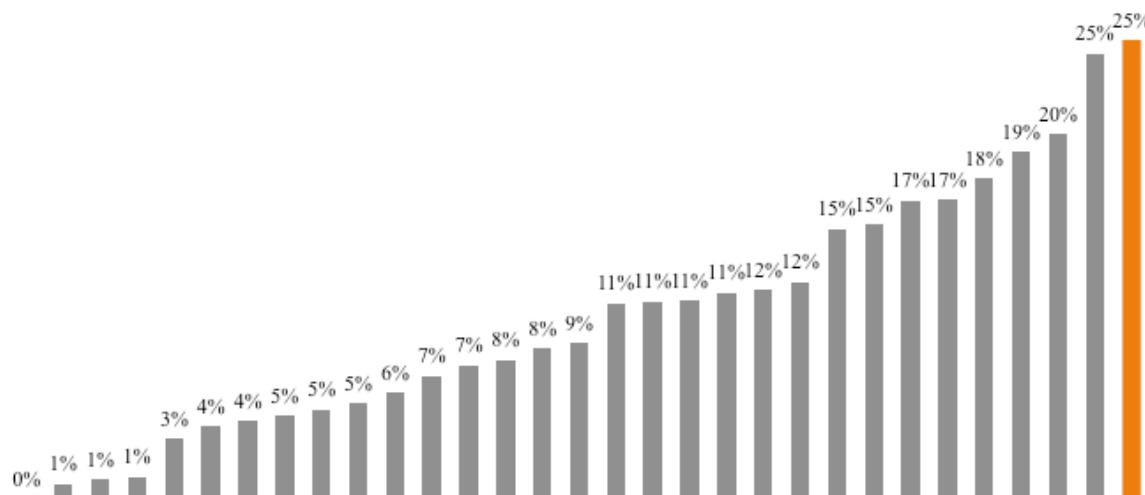
Since opening in 2009, Freedom Prep has opened 3 additional schools in the Westwood and Whitehaven Community, in total currently serving approximately 1,700 students. In 2018-19, Freedom Prep opened our 2<sup>nd</sup> Middle School, serving the Whitehaven Community in zip code 38116. At full growth this school will service approximately 360 students. Freedom Prep plans to open 2 additional K-8 schools in the next 5 years, including Freedom Preparatory Academy – Binghampton Campus as a K-8 school and the K-8 school approved in 2018. As indicated above, Binghampton was selected based on the need for additional seats in Binghampton, and Freedom

Prep will provide high quality seats as evidenced by our strong track record of academic results.

Over the past decade of serving Memphis' families, Freedom Prep has:

- ➊ Performed in the top 10% in the State of Tennessee for academic growth annually since 2012, specifically performing in the top 5% in 2011-12, 2013-14 and 2016-17 and the top 1% in 2012-13 and 2017-18.
- ➋ Achieved the highest End of Course exam school success rate amongst all local charter operators in all three TN Ready assessment cycles, including being the highest performing non-selective school in Shelby County Schools in 2017-18

### **2017-18 Overall High School Exam Proficiency Rate All Non-Selective High Schools in Shelby County Schools**

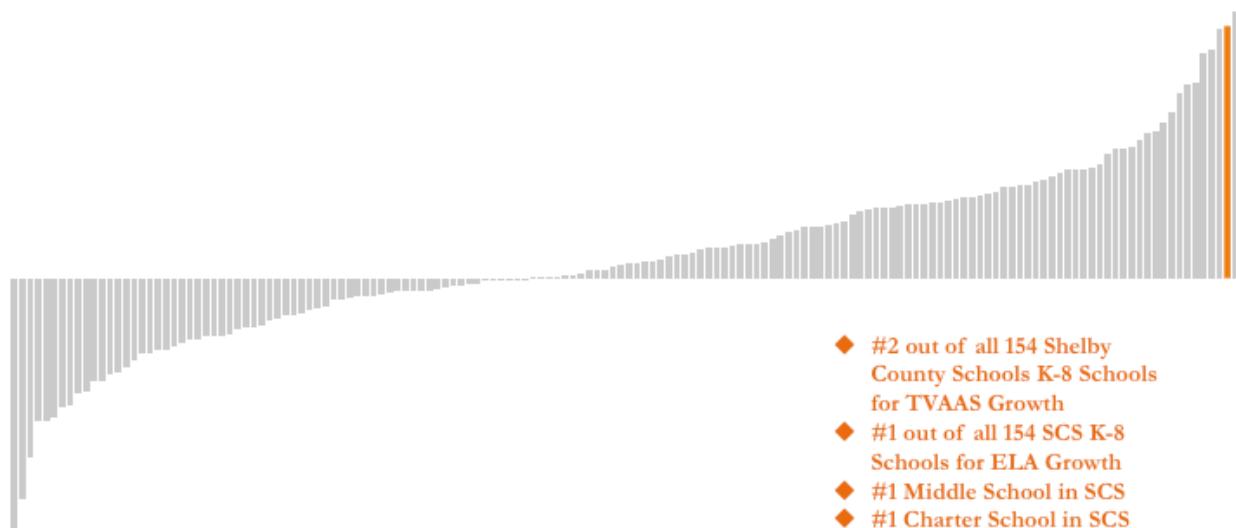


\*Overall Proficiency Rate = Total Proficient Exams / Total Exams Taken  
Includes Algebra I/II, Geometry, English I/II/III, Biology, and Chemistry End of Course exams.

**Figure 41. High School EOC Exam Proficiency Rate 17-18**

- ➊ Earned Reward School Status more frequently than any other charter operator in Shelby County over the past six state test cycles
- ➋ Achieved the highest academic growth of all Shelby County Schools middle schools in 2017-18 as measured by Composite TVAAS & achieved the highest ELA academic growth out of all 154 Shelby County Schools operated schools in 2017-18 as measured by ELA TVAAS

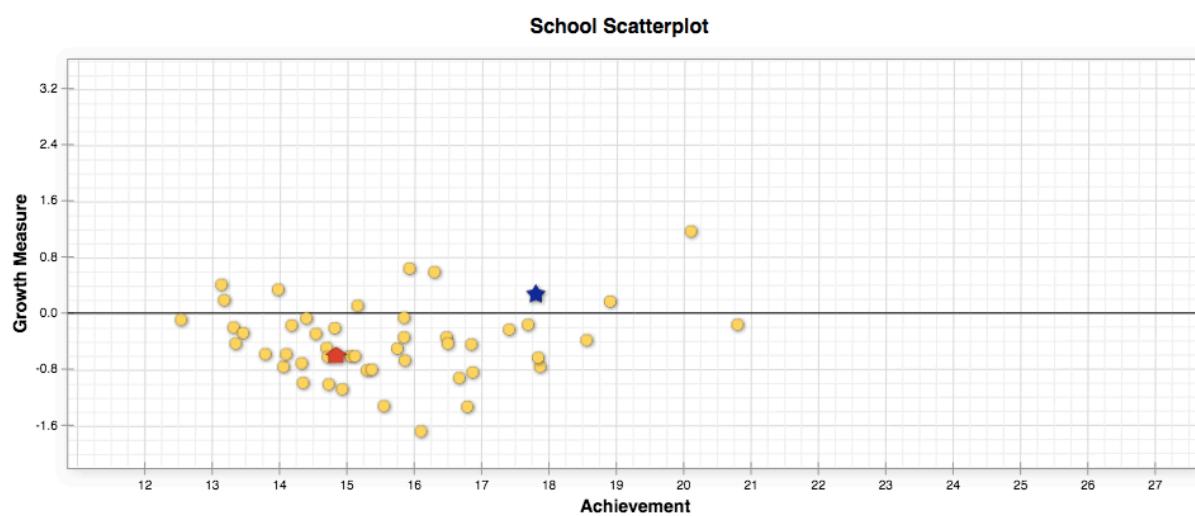
## SCS TVAAS Growth Rate (All Schools in SCS grades 3-8, 2017-18)



Note: Freedom Prep Flagship Campus' TVAAS Growth Index was an 11.4.

**Figure 42. TVAAS growth comparison of all SCS schools**

- ⌚ Exceeded local ACT performance consistently. The chart below shows 2018 ACT achievement & growth. (Freedom Prep is represented by the blue star. The red icon represents the high school nearest our proposed location in Binghampton.)

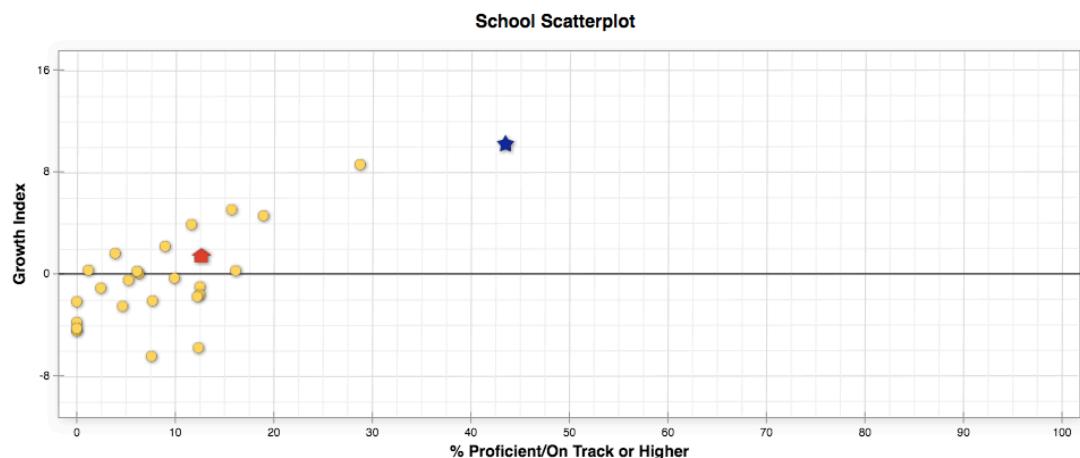


- ⌚ Seen 100% of its first three graduating classes earn admission to 4-Year Colleges & Universities with alumni persistence rates that project college graduation rates dramatically higher than the national data for our student population
- ⌚ Established an Elementary School Model to build on and improve the long-standing success of our Middle & High Schools, as evidenced by our TVAAS Level 5 at Freedom Prep Millbranch Elementary School in 2017-18 and our 2018-19 internal data

- Freedom Prep has maintained strength of academic program relative to other growing charter operators in the Memphis market, as evidenced by 2017-18 TVAAS school-level composite scores

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	Network Average
<b>Freedom Prep</b>	5	5	5	3				4.5
<b>Operator #2</b>	5	3						4.0
<b>Operator #3</b>	5	3	2					3.3
<b>Operator #4</b>	5	3	2					3.3
<b>Operator #5</b>	5	4	3	3	3	1		3.2
<b>Operator #6</b>	5	5	3	3	2	1	1	2.9
<b>Operator #7</b>	5	1	1					2.3
<b>Operator #8</b>	5	1	1	1				2.0

- Established a K-8 school model that achieves strong results relative to the local market by the end of 8<sup>th</sup> grade. The scatterplots below show Freedom Prep's achievement and growth relative to all local charters in both the Achievement School District and Shelby County Schools. The blue star represents Freedom Prep. The red icon represents the only charter operator in Binghampton.



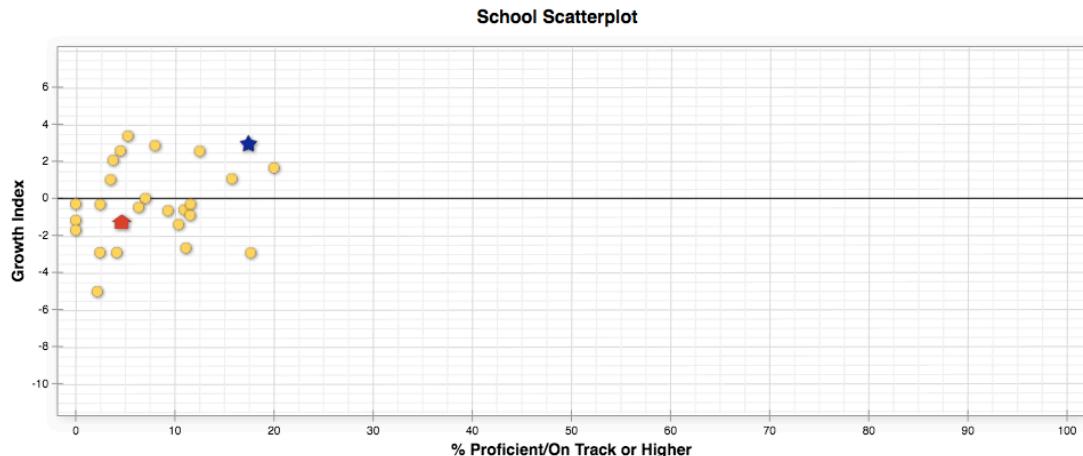


Figure 44. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade ELA TN Ready Assessment (2018)

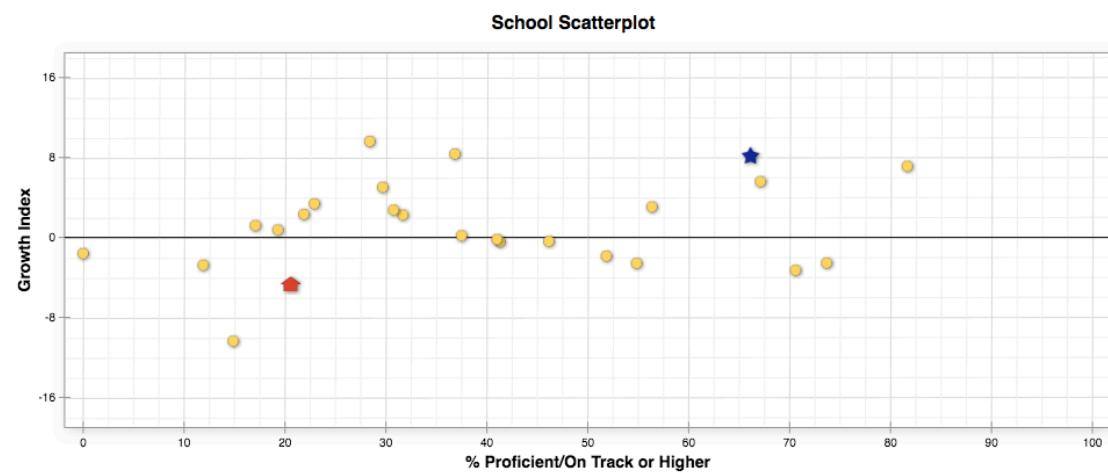


Figure 45. Scatter plot comparison of proficiency vs. growth on 8<sup>th</sup> grade Science TN Ready Assessment (2018)

Based on families' desire for college-preparatory education, limited access to high-performing non-optimal schools, and the operational, fiscal, and programmatic health of Freedom Prep Charter Schools over its 10 years of operation, we ask for the opportunity to continue serving the families of Shelby County. Freedom Prep has established a track record leaves no doubt that Freedom Preparatory Academy – Binghamton Campus, if approved, will provide the families of Binghamton the opportunity to see their children excel in college and in life. Thank you for your consideration of our application.